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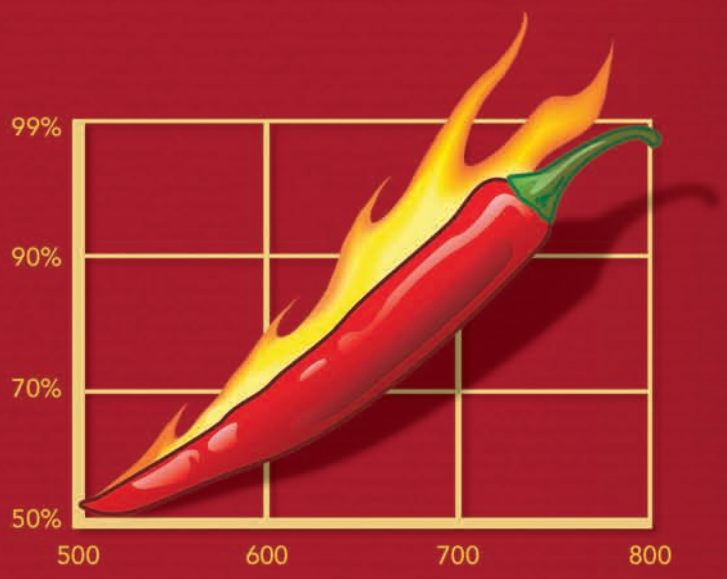

SENTENCE CORRECTION

BRANDON ROYAL

SHOUT
SHARE
IT

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CHAPTER 2

SENTENCE CORRECTION

Grammar and logic free language from being at the mercy of the tone of voice.
—Resenstock-Huessy

OVERVIEW

Official Exam Instructions for Sentence Correction

Directions

This question presents a sentence, part of which or all of which is underlined. Beneath the sentence you will find five ways of phrasing the underlined part. The first of these repeats the original; the other four are different. If you think the original is best, choose the first answer; otherwise choose one of the others.

This question tests correctness and effectiveness of expression. In choosing your answer, follow the requirements of standard written English; that is, pay attention to grammar, choice of words, and sentence construction. Choose the answer that produces the most effective sentence. This answer should be clear and exact, without awkwardness, ambiguity, redundancy, or grammatical error.

Strategies and Approaches

1. *Glance first at answer choices looking for vertical patterns. Try to determine what the pivotal grammar issue is and if the pivotal issue falls under one of the "big six" grammar categories: subject-verb agreement, modification, pronoun usage, parallelism, comparisons, and verb tenses.*

   Sentence Correction questions selected for inclusion in this book focus primarily on the "big six" grammar categories, as mentioned above. Consistent with a majority of GMAT questions, grammar and diction are the driving forces while idioms and style are interwoven subcomponents.

   Vertical patterns refer to the first word or words of each answer choice, and less often, last word or words of each answer choice. It is the first few words of each answer choice that will often offer clues as to where a grammatical distinction lies, particularly those that fall into the "big six" grammar categories. For example, if the first couple of answer choices contain the word "has" and the last three answer choices contain the word "have" then we can deduce that a grammatical distinction centers on subject-verb agreement.

2. *Read the original sentence carefully.*

3. *Read each answer choice looking for horizontal patterns.*

   Horizontal patterns may also uncover problems in grammar but more likely they will be used to spot-check idioms and style. We may even use our ear to hone in on the correct answer.

4. *Choose the best answer—the answer which is grammatically correct, idiomatically correct, and effective in terms of style.*

REVIEW OF SENTENCE CORRECTION

Overview

In the broadest sense, Sentence Correction requires mastering basic grammar, diction (word choice), idioms, and style. Grammar and diction are based on rules of English. Idioms are based on adopted expressions which are deemed right or wrong simply because "that's the way it is said." Style is not considered right or wrong but rather it is viewed as more effective or less effective. Examples of each follow:

Grammar: The choice between "They have arrived" and "They has arrived" is based on a rule of grammar: the plural subject "they" requires the plural verb "have."

Diction: The choice between "fewer pencils" and "less pencils" is based on diction; "fewer" is used with countable items such as pencils.

Idioms: The choice between "I prefer fish to chicken" and "I prefer fish over chicken" is based on idiomatic expression; in this case "to" is the correct preposition.

Style: The choice between "employees of the company" and "company employees" is based on a convention of style—brevity; here the simplest version ("company employees') is deemed more effective.

Consistent with a majority of GMAT questions, grammar is the driving force while diction, idioms, and style are interwoven subcomponents. Arguably the most efficient way to review grammar, diction, and idioms is by working through the following 100-question quiz. Note that the bolded headings below, which pertain to the grammar review, are built on the "big six" grammar categories: subject-verb agreement, modification, pronoun usage, parallelism, comparisons, and verb tenses. These principle categories are consistent with those used to group the multiple-choice questions included in this chapter.

The following 100-question quiz provides a highly distilled review of grammar, diction, and idioms. The first segment—grammar—is built on the "big six" grammar categories. Answers to questions Q1 to Q100 can be found on pages 53–62.

The 100-Question Quiz on Grammar, Diction, and Idioms

Subject-Verb Agreement:

The overarching principle regarding subject-verb agreement is that singular subjects require singular verbs while plural subjects take plural verbs. Our objective is to identify the subject in order to determine whether the verb is singular or plural.

Rule: **"And" always creates a compound subject.**

Q1 An office clerk and a machinist (was / were) present but unhurt by the on-site explosion.

Note that the only connecting word that can make a series of singular nouns into a plural subject is "and." In fact, "and" always creates a plural subject with but one exception, as noted in the next rule.

Rule: **If two items joined by "and" are deemed to be a single unit, then the subject is considered singular, and a singular verb is required.**

Q2 Eggs and bacon (is / are) Tiffany's favorite breakfast.

Rule: **"Pseudo-compound subjects" do not make singular subjects plural.**

Pseudo-compound subjects include the following: *as well as, along with, besides, in addition to,* and *together with*.

Q3 A seventeenth-century oil painting, along with several antique vases, (has / have) been placed on the auction block.

Rule: **Prepositional phrases (i.e., phrases introduced by a preposition) can never contain the subject of a sentence.**

Note that some of the most common prepositions include the following: *of, in, to, by, for, from*. A definition of the word "preposition," as well as a glossary of grammatical terms, is contained in the upcoming segment.

Q4 The purpose of the executive, administrative, and legislative branches of government (is / are) to provide a system of checks and balances.

Rule: **"There is/there are" and "here is/here are" constructions represent special situations where the verb comes before the subject, not after the subject.**

The normal order in English sentences is subject-verb-object (think S-V-O). "There is/there are" and "here is/here are" sentences are tricky because they create situations in which the verb comes before the subject. Thus, these sentence constructions require that we look past the verb—"is" or "are" in this case—in order to identify the subject.

Q5 Here (is / are) the introduction and chapters one through five.

Q6 (Is / are) there any squash courts available?

Rule: **When acting as subjects of a sentence, gerunds and infinitives are always singular and require singular verbs.**

Q7 Entertaining multiple goals (makes / make) a person's life stressful.

Q8 To plan road trips to three different cities (involves / involve) the handling of many details.

Exhibit 2.1 Chart of Indefinite Pronouns

Singular or Plural	Examples
Certain indefinite pronouns are always singular	Anyone, anybody, anything, someone, something, everyone, everybody, everything, every, one, no one, nobody, nothing, each, either, neither
Certain indefinite pronouns are always plural	Both, few, many, several
Certain indefinite pronouns can be either singular or plural	All, any, most, none, some

Rule: **"-One," "-body," and "-thing" indefinite pronouns are always singular.**

Q9 One in every three new businesses (fails / fail) within the first five years of operation.

Rule: **Certain indefinite pronouns—"both," "few," "many," and "several"—are always plural.**

Q10 Few of the students, if any, (is / are) ready for the test.

Rule: **"Some" and "none" indefinite pronouns may be singular or plural.**

Q11 Some of the story (makes / make) sense.

Q12 Some of the comedians (was / were) hilarious.

Q13 None of the candidates (has / have) any previous political experience.

Rule: **In "either … or" and "neither … nor" constructions, the verb matches the subject which comes directly after the "or" or "nor."**

Q14 Either Johann or Cecilia (is / are) qualified to act as manager.

Q15 Neither management nor workers (is / are) satisfied with the new contract.

Rule: **Collective nouns denote a group of individuals (e.g., family, government, assembly, crew). If the collective noun refers to a group as a whole or the idea of oneness predominates, use a singular verb. If not, use a plural verb.**

Q16 Our group (is / are) meeting at 6 p.m.

Q17 A group of latecomers (was / were) escorted to their seats.

Rule: **"The number" is a singular noun and takes a singular verb. "A number" is plural and takes a plural verb.**

Q18 The number of road accidents (has / have) decreased.

Q19 A number of train accidents (has / have) occurred.

Rule: **Percents or fractions, when followed by an "'of' phrase," can take a singular or plural verb. The key lies in determining whether the noun within the "'of' phrase" is singular or plural.**

Q20 Fifty percent of video gaming (is / are) having great reflexes.

Q21 Two-thirds of their classmates (has / have) wakeboards.

Rule: **Measurements involving money (e.g., dollars, pounds), time (e.g., five years, the fifties), weight (e.g., pounds, kilograms), or volume (e.g., gallons, kilograms) are always singular and take singular verbs.**

Q22 Ten dollars (is / are) an average daily wage for many people in the developing world.

Pronoun Usage:

Problems relating to pronoun usage typically center on personal pronouns. Three areas of confusion may include: choosing between the subjective or objective forms of personal pronouns, making sure pronouns agree in number with their antecedents, and ensuring that pronouns are not ambiguous in context.

Rule: **As a general guide, pronouns at or near the front of a sentence take their subjective forms; pronouns at or near the back of a sentence take their objective forms. The precise rule, however, is that pronouns take their subjective form when they are subjects of a verb; they take their objective form when they are objects of a verb.**

Q23 The present is from Beth and (she / her).

Q24 Cousin Vinny and (he / him) are both valedictorians.

Rule: **Pronouns take their objective form when they are the direct objects of prepositions.**

Q25 Between you and (I / me), this plan makes a lot of sense.

Q26 Do not ask for (who / whom) the bell tolls.

Q27 People like you and (I / me) should know better.

Exhibit 2.2 Chart of Personal Pronouns

	Subjective	Possessive	Objective
First-person singular	I	my, mine	me
Second-person singular	you	your, yours	you
Third-person singular	he, she, it	his, her, hers, its	him, her, it
First-person plural	we	our, ours	us
Second-person plural	you	your, yours	you
Third-person plural	they	their, theirs	them
Who	who	whose	whom

Rule: **When forming comparisons using "than" or "as…as," supply any "missing words" (e.g., a verb in the examples below) in order to determine whether the subjective or objective form of the pronoun is correct.**

Q28 My son is more sports minded than (I / me).

Q29 We skate as fast as (they / them).

Q30 During our group presentation, our teacher asked you more questions than (I / me).

Rule: **Who vs. Whom. "Who" is the subjective form of the pronoun, and "whom" is the objective form of the pronoun. If "he," "she," or "they" can be substituted for a pronoun in context, the correct form is "who." If "him," "her," or "them" can be substituted for a pronoun in context, the correct form is "whom."**

Q31 The woman (who / whom) is responsible for pension planning is Mrs. Green.

Q32 This gift is intended for (who / whom)?

Rule: **Do not use a reflexive pronoun (a pronoun ending in "-self") if an ordinary personal pronoun will suffice.**

Q33 The tour leader told Julie and (me / myself) to turn off our cell phones.
Q34 Young Robert hurt (him / himself) while climbing alone.

Rule: **Pronouns must agree in number with their antecedents.**

Q35 A not-for-profit, like any other organization, has (its / their) own rules and regulations to follow.

Q36 Everybody should mind (his or her / their) own business.

Rule: **Pronouns should not be ambiguous in context. If a pronoun does not refer clearly to a specific noun, it results in a situation of "ambiguous pronoun reference."**

Ambiguous: Sam never argues with his father when he is drunk.

Q37 Sam never argues with his father when _____ is drunk.

Rule: **"Pronoun shifts," also known as "shifts in point of view," involve the inconsistent matching of pronouns, either in terms of person or number. Within a single sentence (and perhaps within an entire paragraph or writing piece), first person should be matched with first person, second person matched with second person, and third person matched with third person. A common violation involves matching the third-person "one" or "a person" with the second-person "you." Another violation involves matching the third-person singular "he," "she," "one," or "a person" with the third-person plural "they."**

Incorrect: To know that a person can't vote is to know that you don't have a voice.

Q38 To know that a person can't vote is to know that _____ have a voice.

Incorrect: One cannot really understand another country until they have studied its history and culture.

Q39 One cannot really understand another country until _____ studied its history and culture.

Modification:

Modifiers, including modifying phrases, must be placed as close as possible to the nouns they modify. As a mostly uninflected language, English depends heavily on word order to establish modifying relationships. Therefore, the position of words is important. Confusion occurs because most modifiers attach themselves to the first things they can "get their hands on" in the sentence, even if it isn't the right thing.

Rule: **A misplaced modifier refers to a word which, because of its placement within a sentence, no longer modifies what it originally was intended to modify.**

Incorrect: He told her he wanted to marry her frequently.

Q40 He _____ told her he wanted to marry her.

Incorrect: Coming out of the wood, the janitor was surprised to find termites.

Q41 The janitor was surprised to find termites _____.

Rule: A dangling modifier refers to a situation in which the thing being modified is absent from the sentence.

Incorrect: After writing the introduction, the rest of the report was easy.

Q42 After writing the introduction, _____ easily drafted the rest of the report.

Incorrect: Walking along the shore, fish could be seen jumping in the lake.

Q43 Walking along the shore, _____ could see fish jumping in the lake.

Rule: Occasionally, a modifier or modifying phrase may accidentally be placed where it could modify either of two worlds or phrases. This situation results in a "squinting modifier." The writer should consider rewriting this sentence to clear up this ambiguity.

Incorrect: She said in her office she had a copy of the map.

Q44 She said she had _____ lying in her office.

Rule: Whenever a sentence opens with a phrase or clause that is set off by a comma, check to make sure that the first word that follows the comma is properly being modified by the opening phrase or clause that precedes it.

Incorrect: In addition to building organizational skills, the summer internship also helped me hone my team-building skills.

Q45 In addition to building organizational skills, _____ _____.

Incorrect: An incredibly complex mechanism, there are some 10 billion nerve cells in the brain.

Q46 An incredibly complex mechanism, _____ has some 10 billion nerve cells.

Incorrect: Based on our observations, the project will succeed.

Q47 _____.

Parallelism:

Parallelism is both a style issue and a grammar issue. In other words, certain elements of parallelism are based on principle (and are deemed to be more effective or less effective, better or worse) while other elements are based on rules and are considered correct or incorrect, right or wrong.

The overarching principle regarding parallelism is that similar elements in a sentence must be in similar form.

Rule: **Verbs should follow consistent form. Typically this means that all verbs should end in "-ed" or "-ing."**

Incorrect: In the summer before college, Max was a waiter at a restaurant, pursued magazine sales, and even had a stint at delivering pizzas.

Q48 In the summer before college, Max _____ tables, _____ magazines, and even _____ pizzas.

Rule: **When prepositions are used before items in a series of three, there are two possibilities with regard to their use. Either a single preposition is used before the first item in a series (but not with the next two items) or prepositions are used before each item in the series.**

Incorrect: Our neighbors went to London, Athens, and to Rome.

Q49 Our neighbors went _____ London, Athens, and Rome.

Q50 Our neighbors went _____ London, _____ Athens, and _____ Rome.

Rule: **Correlative conjunctions (e.g., either ... or, neither ... nor, not only ... but also, both ... and) require that parallelism be maintained after each component part of the correlative.**

Incorrect: Jonathan not only likes rugby but also kayaking.

Q51 Jonathan _____ rugby but also kayaking.

Q52 Jonathan _____ rugby but also _____ kayaking.

Rule: **Gerunds and infinitives should be presented in parallel form. Where possible, gerunds go with gerunds and infinitives go with infinitives.**

Less effective: Examining the works of William Shakespeare—his plays and poetry—is to marvel at one man's seemingly incomparable depth of literary expression.

Q53 _____ the works of William Shakespeare—his plays and poetry—is to marvel at one man's seemingly incomparable depth of literary expression.

Rule: **At times we can acceptably omit words in a sentence and still retain clear meaning. To check for faulty parallelism (or, more specifically, improper use of ellipsis), complete each sentence component and make sure that each part of the sentence can stand on its own.**

Incorrect: In my favorite Japanese restaurant, the food is fascinating and the drinks expensive.

Q54 In my favorite Japanese restaurant, the food is fascinating and the drinks _____ expensive.

Incorrect: The defendant's own testimony on the stand neither contributed nor detracted from his claim of innocence.

Q55 The defendant's own testimony on the stand neither contributed _____ nor detracted from the defendant's claim of innocence.

Comparisons:

The overarching principle in comparisons requires that we compare apples with apples and oranges with oranges.

Rule: **The superlative ("-est") is used when comparing three or more persons or things; the comparative ("-er") is used when comparing exactly two persons or things.**

Q56 Between Tom and Brenda, Tom is (better / best) at math.

Q57 Among our group, Jeff is the (wealthier / wealthiest) person.

Q58 Of all the roses in our neighborhood, Chauncey Gardiner's grow the (more / most) vigorously.

Q59 Chauncey Gardiner's roses grow (more / most) vigorously than any other in the neighborhood.

Rule: **Remember to compare the characteristics of one thing to the characteristics of another thing, not the characteristics of one thing directly to another thing**.

Incorrect: Tokyo's population is greater than Beijing.

Q60 Tokyo's population is greater than the _____ of Beijing.

Q61 Tokyo's population is greater than Beijing's _____.

Q62 Tokyo's population is greater than that of _____.

Q63 Tokyo's population is greater than _____.

Incorrect: Of all the countries contiguous to India, Pakistan's borders are most strongly defended.

Q64 Of all the countries contiguous to India, _____.

Rule: **Faulty or improper comparisons often leave out key words, particularly demonstrative pronouns such as "those" and "that," which are essential to meaning.**

Incorrect: The attention span of a dolphin is greater than a chimpanzee.

Q65 The attention span of a dolphin is greater than _____ of a chimpanzee.

Incorrect: The requirements of a medical degree are more stringent than a law degree.

Q66 The requirements of a medical degree are more stringent than _____ of a law degree.

Incorrect: Like many politicians, the senator's promises sounded good but ultimately led to nothing.

Q67 Like _____ many politicians, the senator's promises sounded good but ultimately led to nothing.

Rule: **"Like" is used with phrases; "as" is used with clauses. A "phrase" is a group of related words that doesn't have both a subject and a verb; a "clause" is a group of related words that does have a subject and a verb. An easier way to remember the difference is to simply say, "A phrase is a group of words which doesn't have a verb; a clause is a group of words which does have a verb."**

Q68 No one hits home runs (as / like) Barry Bonds.

Q69 No one pitches (as / like) Roy Halladay does.

Verb Tenses:

Rule: **Consistent use of verb tenses generally requires that a single sentence be written solely in the present, past, or future tense.**

Q70 My dog barks when he (sees / saw) my neighbor's cat.

Q71 Yesterday afternoon, smoke (fills / filled) the sky and sirens sounded.

Q72 Tomorrow, we (will go / will have gone) to the football game.

Exhibit 2.3 The Simple and Progressive Verb Forms

	Simple Form	Progressive Form
Present Tense	I travel	I am traveling
Past Tense	I traveled	I was traveling
Future Tense	I will travel	I will be traveling
Present Perfect Tense	I have traveled	I have been traveling
Past Perfect Tense	I had traveled...	I had been traveling...
Future Perfect Tense	I will have traveled...	I will have been traveling...

Rule: **The present perfect tense employs the verbs "has" or "have." The past perfect tense employs the auxiliary "had." The future perfect tense employs the verb form "will have."**

Q73 We are raising money for the new scholarship fund. So far we (raised / have raised / had raised) $25,000.

Q74 By the time I began playing golf, I (played / had played) tennis for three hours.

Q75 Larry (studied / has studied/ had studied) Russian for five years before he went to work in Moscow.

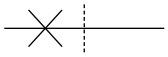
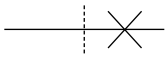
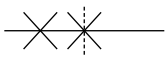
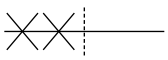
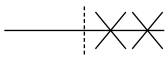
Q76 By the time evening arrives, we (finished / had finished / will have finished) the task at hand.

Rule: **The subjunctive mood uses the verb "were" instead of "was." The subjunctive mood is used to indicate a hypothetical situation—it may express a wish, doubt, or possibility. It is also used to indicate a contrary-to-fact situation.**

Q77 Sometimes she wishes she (was / were) on a tropical island having a drink at sunset.

Q78 If I (was / were) you, I would be feeling quite optimistic.

EXHIBIT 2.4 VISUALIZING THE SIX VERB TENSES

Tense	Examples	Summary
Simple Present	I study physics.	Expresses events or situations that currently exist, including the near past and near present.
Simple Past 	I studied physics.	Expresses events or situations that existed in the past.
Simple Future 	I will study physics.	Expresses events or situations that will exist in the future.
Present Perfect 	I have studied physics.	Expresses events or situations that existed in the past but that touch the present.
Past Perfect 	By the time I graduated from high school, I had decided to study physics.	Expresses events or situations in the past, one of which occurred before the other.
Future Perfect 	By the time I graduate from college, I will have studied physics for four years.	Expresses events or situations in the future, one of which will occur after the other.

Rule: **Conditional statements are most commonly expressed in an "If...then" format, in which case an "if" clause is followed by a "results" clause. Confusion often arises as to whether to use "will" or "would." The choice between these verb forms depends on whether a given conditional statement involves the subjunctive. For situations involving the subjunctive, the appropriate verb form is "would"; for situations not involving the subjunctive, the verb form is "will." A helpful hint is that "would" is often used in conjunction with "were"—the appearance of both these words within the same sentence is the telltale sign of the subjunctive.**

Q79 If economic conditions further deteriorate, public confidence (will / would) plummet.

Q80 If economic conditions were to further deteriorate, public confidence (will / would) plummet.

Q81 If my taxes are less than $10,000, I (will / would) pay that amount immediately.

Q82 If oil (was / were) still abundant, there (will / would) be no energy crisis.

Diction Review:

Choose the answer that conforms to the proper use of diction.

Q83

(A) Everyone of the makeup exams is tough, but anyone who misses a scheduled test with good cause is entitled to write one.

(B) Every one of the makeup exams is tough, but anyone who misses a scheduled test with good cause is entitled to write one.

(C) Every one of the makeup exams is tough, but any one who misses a scheduled test with good cause is entitled to write one.

Q84

(A) The green book, that is on the top shelf, is the one you need for math. The book which is red is the one you need for writing.

(B) The green book, which is on the top shelf, is the one you need for math. The book that is red is the one you need for writing.

(C) The green book, which is on the top shelf, is the one you need for math. The book which is red is the one you need for writing.

Q85

(A) Let's cherish the poem "In Flanders Fields." Remembering those who fought for our freedom lets us live easier.

(B) Lets cherish the poem "In Flanders Fields." Remembering those who fought for our freedom let's us live easier.

(C) Let's cherish the poem "In Flanders Fields." Remembering those who fought for our freedom let's us live easier.

Q86

(A) Once we turn these dreaded assignments into the professor's office, we'll feel a lot less obliged to pass any information onto our classmates.

(B) Once we turn these dreaded assignments into the professor's office, we'll feel a lot less obliged to pass any information on to our classmates.

(C) Once we turn these dreaded assignments in to the professor's office, we'll feel a lot less obliged to pass any information on to our classmates.

Q87

(A) The McCorkendales didn't used to enjoy warm weather, but that was before they moved to Morocco and got used to summer temperatures as high as 35 degrees Celsius.

(B) The McCorkendales didn't use to enjoy warm weather, but that was before they moved to Morocco and got use to summer temperatures as high as 35 degrees Celsius.

(C) The McCorkendales didn't use to enjoy warm weather, but that was before they moved to Morocco and got used to summer temperatures as high as 35 degrees Celsius.

Idioms Review:

Idioms, like grammar and diction, are correct or incorrect, right or wrong. Here are fifteen common idioms.

Q88 (A) A choice must be made between blue and green.

(B) A choice must be made between blue or green.

Q89 (A) Many doctors consider stress a more destructive influence on one's longevity than smoking, drinking, or overeating.

(B) Many doctors consider stress as a more destructive influence on one's longevity than smoking, drinking, or overeating.

(C) Many doctors consider stress to be a more destructive influence on one's longevity than smoking, drinking, or overeating.

Q90 (A) At first women were considered at low risk for HIV.

(B) At first women were considered as at low risk for HIV.

(C) At first women were considered to be at low risk for HIV.

Q91 (A) Many credit Gutenberg as having invented the printing press.

(B) Many credit Gutenberg with having invented the printing press.

Q92 (A) In the movie *Silence of the Lambs,* Dr. Hannibal Lecter is depicted as a brilliant psychiatrist and cannibalistic serial killer who is confined as much by the steel bars of his cell as by the prison of his own manufacture.

(B) In the movie *Silence of the Lambs,* Dr. Hannibal Lecter is depicted to be a brilliant psychiatrist and cannibalistic serial killer who is confined as much by the steel bars of his cell as by the prison of his own manufacture.

Q93 (A) Only experts can distinguish a masterpiece and a fake.

(B) Only experts can distinguish a masterpiece from a fake.

Q94 (A) Although medical practitioners have the technology to perform brain transplants, there is no clear evidence that they can do it.

(B) Although medical practitioners have the technology to perform brain transplants, there is no clear evidence that they can do so.

Q95 (A) In comparison to France, Luxembourg is an amazingly small country.

(B) In comparison with France, Luxembourg is an amazingly small country.

Q96 (A) Pete Sampras won Wimbledon with a classic tennis style, in contrast to Bjorn Borg, who captured his titles using an unorthodox playing style.

(B) Pete Sampras won Wimbledon with a classic tennis style, in contrast with Bjorn Borg, who captured his titles using an unorthodox playing style.

Q97 (A) There is more talk of a single North American currency today compared to ten years ago.

(B) There is more talk of a single North American currency today compared with ten years ago.

(C) There is more talk of a single North American currency today than ten years ago.

Q98 (A) I prefer blackjack over poker.

(B) I prefer blackjack to poker.

Q99 (A) Rembrandt is regarded as the greatest painter of the Renaissance period.

(B) Rembrandt is regarded to be the greatest painter of the Renaissance period.

Q100 (A) The author does a good job of tying motivational theory to obtainable results.

(B) The author does a good job of tying motivational theory with obtainable results.

Review of Grammatical Terms

The Eight Parts of Speech

There are eight parts of speech in English: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

Noun A noun is a word that names a person, place, thing, or idea.

Example: Sally is a nice person and you can speak freely with her.

Pronoun A pronoun is a word used in place of a noun or another pronoun.

Example: Sally is a nice person and you can speak freely with her.

Verb A verb is a word that expresses an action or a state of being.

Example: Sally is a nice person and you can speak freely with her.

Adjective An adjective is a word used to modify or describe a noun or pronoun.

Example: Sally is a nice person and you can speak freely with her. The adjective "nice" modifies the noun "person."

Adverb An adverb is a word that modifies an adjective, a verb, or another adverb.

Example: Sally is a nice person and you can speak freely with her. The word "freely" modifies the verb "speak."

Preposition A preposition is a word that shows a relationship between two or more words.

Example: Sally is a nice person and you can speak freely with her.
Examples of prepositions include: *after, against, at, before, between, by, concerning, despite, down, for, from, in, of, off, on, onto, out, over, to, through, under, until, up, with*.

Prepositions are sometimes informally referred to as words that describe "the directions a squirrel can go." Squirrels, after all, seem to be able to run, climb, or crawl in nearly every possible direction.

Conjunction A conjunction is a word that joins or connects words, phrases, clauses, or sentences. Three major types of conjunctions include coordinating conjunctions, subordinating conjunctions, and correlative conjunctions.

Example: Sally is a nice person and you can speak freely with her.

Interjection An interjection is a word or a term that denotes a strong or sudden feeling. Interjections are usually, but not always, followed by an exclamation mark.

Example: Sally is a nice person and you can speak freely with her. Wow!

Parts of Speech vs. The Seven Characteristics

Each of the eight parts of speech have one or more of the following characteristics: (1) gender, (2) number, (3) person, (4) case, (5) voice, (6) mood, and (7) tense. The matching of a particular part of speech with its relevant characteristics is the primary "cause" of grammar.

Note that adjectives, adverbs, prepositions, conjunctions, and interjections do not have gender, number, person, case, voice, mood, or tense. Only nouns, pronouns, and verbs have one or more of the seven characteristics.

Gender

Gender may be feminine or masculine. Only nouns and pronouns have gender.

Examples: Masculine—*boy* (noun), *him* (pronoun). Feminine—*girl* (noun), *her* (pronoun).

Number

Number may be singular or plural. Only nouns, pronouns, and verbs have number.

Examples: Singular—*home* (noun), *I* (pronoun), *plays* (verb). Plural—*homes* (noun), *we* (pronoun), *play* (verb).

Person

Person may be first-person, second-person, or third-person. A person doing the speaking is considered first-person; the person spoken to is considered second-person; a person spoken about is considered third-person. Only pronouns and verbs have person.

Examples: First-person—*I write* (pronoun + verb). Second-person—*you write* (pronoun + verb). Third-person—*he writes* (pronoun + verb).

Note: When verbs are matched with personal pronouns, verbs differ only in number with respect to third-person singular pronouns. In the third-person singular, verbs are formed with the letter "s." For example: "He or she travels." But: "I travel," "you travel," and "they travel."

Case

Case may be subjective, objective, or possessive. Only nouns and pronouns have case.

Examples: Subjective—*Felix has a cat* ("Felix" is a noun); *He has a cat* ("he" is a pronoun). Objective—*The cat scratched Felix* ("Felix" is a noun); *The cat scratched him* ("him" is a pronoun). Possessive—*Felix's cat has amber eyes* (Felix's is a noun); *His cat has amber eyes* ("his" is a pronoun).

Note: Although nouns have case, noun forms remain virtually unchanged in the subjective, objective, and possessive cases.

Voice

Voice may be active or passive. Only verbs have voice.
Examples: Active voice—*You mailed a letter*. Passive voice—*The letter was mailed by you*.
Note: In the active voice, the doer of the action is placed at the front of the sentence, the receiver of the action is placed at the back of the sentence. In the

passive voice, the receiver of the action is placed at the front of the sentence while the doer of the action is relegated to the back of the sentence.

Mood Mood can be described as being indicative, imperative, or subjunctive. Only verbs have mood.

Examples: Indicative mood (makes a statement or asks a question)—*It's a nice day.* Imperative mood (makes a request or gives a command)—*Please sit down.* Subjunctive mood (expresses a wish or a contrary-to-fact situation)—*I wish I were in Hawaii.*

Tense Tense refers to time. There are six tenses in English—present tense, past tense, future tense, present perfect tense, past perfect tense, and future perfect tense. Each of these six tenses occurs within two forms: the simple form and the progressive form.

Examples: Present tense in the simple form—*I study.* Present tense in the progressive form—*I am studying.*

Other Grammatical Terms

Adjective clause An adjective clause is a subordinate clause that, like an adjective, modifies a noun or pronoun.

Antecedent An antecedent is the word to which a pronoun refers. It is the word that the pronoun is effectively taking the place of.

Example: "The clock is broken; it is now being repaired." The pronoun "it" is substituting for the antecedent "clock."

Appositive phrase An appositive phrase is used merely for description and is typically set off by commas.

Example: The world's oldest book, which was discovered in a tomb, is 2,500 years old.

Article An article serves to identify certain nouns. English has three articles: *a, an, the. The* is known as a definite article; *a* and *an* are known as indefinite articles. Articles are often erroneously referred to as one of the eight parts of speech.

Clause A clause is a group of related words that does have a subject and a verb.

Example: "Many people believe in psychics even though they never hear of a psychic winning the lottery." The previous sentence contains two clauses. The first clause—"many people believe in psychics"—is an independent clause, containing the subject "people" and the verb "believe." The second clause—"even though they never hear of a psychic winning the lottery"—is a dependent clause, containing the subject "they" and the verb "winning."

Collective noun Collective nouns are nouns which represent a group.

Examples: *audience, band, bunch, class, committee, couple, crowd, family, group, herd, jury, majority, people, percent, personnel, team.*

Complement A complement is something that completes a subject and verb. Not all sentences have complements.

Examples: *I am*—This three-letter sentence (incidentally the shortest in the English language) does not contain a complement. *I am fit*—This sentence does contain a complement; the complement is the word "fit."

Coordinating conjunction Coordinating conjunctions join clauses of equal weight.

Examples: There are seven coordinating conjunctions in English—*and, but, yet, or, nor, for,* and *so.*

Correlative conjunction Correlative conjunctions join clauses or phrases of equal weight. They also impose a sense of logic.

Examples: *both…and, either…or, neither…nor, not only…but (also), whether…or.*

Demonstrative pronoun Demonstrative pronouns serve to point out persons or things.

Example: There are four demonstrative pronouns in English: *this, that, these,* and *those.*

Dependent clause An dependent clause is a clause that cannot stand on its own as a complete sentence. Dependent clauses are sometimes called subordinate clauses.

Direct object A direct object (of a verb) receives the action of that verb or shows the result of that action.

Example: "The outfielder caught the ball." The word "ball" is the direct object of the verb "caught."

See also Indirect Object.

Gerund Gerunds are verb forms that end in "ing" and function as nouns. Informally they may be referred to as "words that look like verbs but function as nouns."

Examples: Eating vegetables is good for you. Learning languages is rewarding. Seeing is believing. "Eating," "learning," "seeing," and "believing" are all gerunds.

Indefinite pronoun Indefinite pronouns are pronouns that do not refer to a specific antecedent.

A more complete list of indefinite pronouns includes: *all, any, anybody, anyone, anything, both, each, either, every, everybody, everyone, everything, few, many, most, neither, nobody, none, no one, nothing, one, several, some, someone,* and *something.*

Independent clause

An independent clause is a clause that can stand on its own as a complete sentence. Independent clauses are sometimes called main clauses.

Example: "I'm going to carry an umbrella with me because the forecast is for rain." The independent clause is "I'm going to carry an umbrella with me" while the subordinate clause is "because the forecast is for rain."

Indirect object

An indirect object (of a verb) precedes the direct object and usually tells to whom or for whom the action of that verb is done.

Example: "The maitre d' gave us a complimentary bottle of wine." The word "us" functions as the indirect object, even though it comes before the direct object. The words "bottle of wine" serve as the direct object.

See also Direct Object.

Infinitive

Infinitives are verb forms, in which the basic form of a verb is preceded by "to." Infinitives generally function as nouns but may also function as adjectives or adverbs. Informally they may be referred to as word pairings in which the preposition "to" is placed in front of a verb.

Examples: To see is to believe. ("To see" and "to believe" are both infinitives.)

Interrogative pronoun

Interrogative pronouns are used in questions.

Examples: *who, which, what, whom,* and *whose.*

Intransitive verb

Intransitive verbs do not require an object to complete their meaning.

Example. He waits. The verb "waits" does not require an object to complete its meaning.

See also Transitive Verb.

Non-restrictive clause

A non-restrictive clause is a clause that is not essential to the meaning of a sentence. Non-restrictive clauses are generally enclosed by commas.

Example: The green book, which is on the top shelf, is the one you need for math class. "Which is on the top shelf" is a non-restrictive clause.

Note: In choosing between "that" or "which," it is common practice to use "that" with restrictive (essential) phrases and clauses and "which" with nonrestrictive (nonessential) phrases and clauses. For this reason, "that" is used with clauses that are not set off by commas and to use "which" is used with clauses that are set off by commas.

See also Restrictive Clauses.

Object

An object (of a verb) is a word or words that receives the action of a verb. An object is a special kind of complement. Objects can be either direct objects or indirect objects.

Parenthetical expression

Parenthetical expressions are expressions which are set off by commas and which seek to add some clarity to a sentence.

Example: "Pessimism, once you get used to it, is just as agreeable as optimism." "Once you get used to it" is a parenthetical expression and could be removed from the sentence without destroying sentence meaning.

Examples: *after all, by the way, for example, however, incidentally, indeed, in fact, in my opinion, naturally, nevertheless, of course, on the contrary, on the other hand, to tell you the truth*.

Participle

A participle is a verb form (ending in "ed" or "ing") that can function as an adjective. A participle is a type of verbal. Refer to the definition of "verbal."

Examples: "Cars parked near emergency exits will be towed." ("Parked" is a participle; it's an adjective describing "cars." The actual verb in the sentence is "will be towed." "A sleeping dog never bites anyone." The participle "sleeping" describes "dog." The actual verb in the sentence is "bites."

Participle phrase

A participle phrase (also called a participial phrase) is a group of related words that contains a participle and, as a unit, typically functions as an adjective.

Examples: "Allowing plenty of time, Bill started studying twelve weeks before taking his College Board exams." ("Allowing plenty of time" functions a participle phrase in describing "Bill.")

Personal pronoun

A personal pronoun is a pronoun designating the person speaking, the person spoken to, or the person or thing spoken about.

The following is a complete list of personal pronouns: *I, he, her, him, his, it, its, me, mine, my, our, ours, she, their, them, theirs, they, us, we, who, whom, whose, you, your, yours*.

Phrase

A phrase is a group of words which doesn't contain both a subject and a verb. Examples: "Learning to be happy is difficult for a variety of reasons." The phrase "for a variety of reasons" does not contain a verb.

Predicate

A predicate is one of the two principal parts of a sentence. The predicate is "any word or words that talk about the subject"; the subject is "the word or words being talked about." Technically, the word "predicate" is a broader term than the word "verb," referring to both a verb and its possible complement. It is, however, much more common to refer to the *verb* and *complement* separately.

In such cases, the *verb* can be referred to as the *simple predicate*; the *predicate* is referred to as the *complete predicate*.

Examples: "Water is the key to our survival." In this sentence, the subject is "water" and the predicate is "is the key to our survival." Breaking things down further, the predicate consists of the verb "is" and the complement "the key to our survival."

Reflexive pronoun A reflexive pronoun refers back to a given noun or pronoun.

The following is a complete list of reflexive pronouns: *herself, himself, itself, myself, ourselves, themselves, yourself.*

Relative clause A relative clause is a group of related words that begins with a relative pronoun, and as a unit, functions as an adjective. A relative clause is commonly referred to as an adjective clause (and sometimes as a subordinate adjective clause).

Examples: "Jim Thompson, who mysteriously disappeared while going for an afternoon walk on Easter Sunday, is credited with having revitalized the silk trade in Thailand." "Who mysteriously disappeared while going for an afternoon walk on Easter Sunday" is a relative clause which serves to modify "Jim Thompson."

See also Adjective Clause and Subordinate Clause.

Relative pronoun A relative pronoun modifies a noun or pronoun (called its antecedent). A relative pronoun also begins a relative clause (also known as a subordinate adjective clause).

Examples: There are five relative pronouns in English: *that, which, who, whom,* and *whose.*

Restrictive clause A restrictive clause is essential to the meaning of a sentence. Restrictive clauses are not enclosed by commas.

Example: "The book that is red is the one you need for English class." "That is red" is a restrictive clause.

Run-on sentence A run-on sentence refers to two sentences that are inappropriately joined together, usually by a comma.
Example: "The weather is great, I'm going to the beach." (A comma cannot join two complete sentences.

Sentence A sentence is a group of words that contains a subject and a verb, and can stand on its own as a complete thought.

Example: "The world is a stage." The subject is "the world" while the verb is "is"; the complete thought involves comparing the world to a stage.

Sentence fragment

A sentence fragment is a group of words that cannot stand on their own to form a complete thought.

Example: "A fine day." This statement is a fragment. It does not constitute a complete thought and cannot stand on its own. The fragment can be turned into a sentence by adding a subject ("today") and a verb ("is")—*Today is a fine day.*

Sentence fragments are not acceptable for use in formal writing. In contrast, sentence fragments are commonly used in informal writing situations (e.g., email and text messaging), and frequently seen in creative communications such as advertising, fiction writing, and poetry.

The following sentence fragments would be acceptable in informal written communication:

Will Michael Phelps's feat of eight Olympic gold medals ever be equaled? Never.

We need to bring education to the world. But how?

Dream on! No one beats Brazil at football when its star forwards show up to play.

Split infinitive

A split infinitive occurs when a word (usually an adverb) is placed between the two words that create an infinitive (i.e., between the word "to" and its accompanying verb). Splitting an infinitive is still considered a substandard practice in formal writing.

Example: The sentence, "To boldly go where no one has gone before," contains a split infinitive. The sentence should be rewritten, "To go boldly where no one has gone before."

Subordinate clause

A subordinate clause is a clause that cannot stand on its own as a complete sentence. It must instead be combined with at least one independent clause to form a complete sentence. Subordinate clauses are sometimes called dependent clauses.

Example: "We should support the winning candidate whomever that may be." The subordinate clause is "whomever that may be." The independent clause is, "We should support the winning candidate."

Subordinating conjunction

A subordinating conjunction is a conjunction that begins an adverb clause, and serves to join that clause to the rest of the sentence.

Examples: *after, although, as, as if, as long as, as though, because, before, if, in order that, provided that, since, so that, than, though, unless, until, when, whenever, where, wherever, whether, while.*

Note that many of the words in the above list, when used in different contexts, may also function as other parts of speech.

Transitive verb

Transitive verbs require an object to complete its meaning.

Example: "She posted a letter." The verb "posted" requires an object, in this case "letter," to complete its meaning.

See also Intransitive Verb.

Verbal

A verbal is a verb form that functions as a noun, adjective, or adverb. There are three types of verbals: gerunds, infinitives, and participles. Gerunds, infinitives, and participles can form phrases, in which case they are referred to as gerund phrases, infinitive phrases, and participle phrases.

Diction Review

Affect, Effect

Affect is a verb meaning "to influence." *Effect* is a noun meaning "result." *Effect* is also a verb meaning "to bring about."

The change in company policy will not affect our pay.

The long-term effect of space travel is not yet known.

A good mentor seeks to effect positive change.

All ready, Already

All ready means "entirely ready" or "prepared"; *already* means "before or previously," but may also mean "now or soon."

Contingency plans ensure we are all ready in case the unexpected happens. (entirely ready or prepared)

We've already tried the newest brand. (before or previously)

Is it lunchtime already? (now or so soon)

All together, Altogether

All together means "in one group." *Altogether* has two meanings. It can mean "completely," "wholly," or "entirely." It can also mean "in total."

Those going camping must be all together before they can board the bus.

The recommendation is altogether wrong.

There are six rooms altogether.

Note: The phrase "putting it all together" (4 words) is correct. It means "putting it all in one place." The phrase "putting it altogether" (3 words) is incorrect because it would effectively mean, "putting it completely" or "putting it in total."

Assure, Ensure, Insure

Assure is to inform positively. *Insure* is to arrange for financial payment in the case of loss. Both *ensure* and *insure* are now largely interchangeable in the sense of "to make certain." *Ensure,* however, implies a kind of virtual guarantee. *Insure* implies the taking of precautionary or preventative measures.

Don't worry. I assure you I'll be there by 8 a.m.

When shipping valuable antiques, a sender must insure any piece for its market value in the event it's damaged or lost.

Hard work is the best way to ensure success regardless of the endeavor.

Every large jewelry shop maintains an on-site safe to insure that inventory is secure during closing hours.

Better, Best

Better is used when comparing two things. *Best* is used when comparing three or more things.

Comparing Dan with Joe, Joe is the better cyclist.

Tina is the best student in the class.

Between, Among

Use *between* to discuss two things. Use *among* to discuss three or more things.

The jackpot was divided between two winners.

Five plaintiffs were among the recipients of a cash settlement.

Complement, Compliment

Both complement or compliment can be used as nouns or verbs. As a verb, *complement* means "to fill in," "to complete," or "to add to and make better"; as a noun it means "something that completes" or "something that improves." *Compliment* is used in two related ways. It is either "an expression of praise" (noun) or is used "to express praise" (verb).

A visit to the Greek islands is a perfect complement to any tour of bustling Athens. Visitors to the Greek island of Mykonos, for instance, are always struck by how the blue ocean complements the white, coastal buildings.

Throughout the awards ceremony, winners and runner-ups received compliments on a job well done. At closing, it was the attendees that complimented the organizers on a terrific event.

Complementary, Complimentary

Both words are used as adjectives. Like complement, *complementary* means "to make complete," "to enhance," or "to improve" (e.g., complementary plans). *Complimentary* means "to praise" (e.g., complementary remarks) or "to receive or supply free of charge."

Only one thing is certain in the world of haute couture: fashion parties brimming with complimentary Champagne and endless banter on how colorful characters and complementary personalities rose to the occasion.

Differs from, Differ with

Use *differ from* in discussing characteristics. Use *differ with* to convey the idea of disagreement.

American English differs from British English.

The clerk differs with her manager on his decision to hire an additional salesperson.

Different from, Different than

These two word pairings are interchangeable. However, whereas *different from* is used to compare two nouns or phases, *different than* is commonly used when what follows is a clause.

Dolphins are different from porpoises.

My old neighborhood is different than it used to be.

Each other, One another

Use *each other* when referring to two people; use *one another* when referring to more than two people.

Two weight lifters helped spot each other.

Olympic athletes compete against one another.

Farther, Further

Use *farther* when referring to distance. Use *further* in all other situations, particularly when referring to extent or degree.

The town is one mile farther along the road.

We must pursue this idea further.

Fewer, Less

Fewer refers to things that can be counted, e.g., people, marbles, accidents. *Less* refers to things that cannot be counted, e.g., money, water, sand.

There are fewer students in class than before the midterm exam.

There is less water in the bucket due to evaporation.

If, Whether

Use *if* to express one possibility, especially conditional statements. Use *whether* to express two (or more) possibilities.

Success depends on whether one has desire and determination. (The implied "whether or not" creates two possibilities.)

The company claims that you will be successful if you listen to their tapes on motivation.

Note: In colloquial English, *if* and *whether* are now interchangeable. Either of the following sentences would be correct: "I'm not sure whether I'm going to the party."/"I'm not sure if I'm going to the party."

Infer, Imply

Infer means "to draw a conclusion"; readers or listeners infer. *Imply* means "to hint" or to suggest"; speakers or writers imply.

I infer from your letter that conditions have improved.

Do you mean to imply that conditions have improved?

Lie, Lay

In the present tense, *lie* means "to rest" and *lay* means "to put" or "to place." Lie is an intransitive verb (a verb that does not require a direct object to complete its meaning), while lay is a transitive verb (a verb that requires a direct object to complete its meaning).

Lie

Present	Lie on the sofa.
Past	He lay down for an hour.
Perfect Participle	He has lain there for an hour.
Present Participle	It was nearly noon and he was still lying on the sofa.

Lay

Present	Lay the magazine on the table.
Past	She laid the magazine there yesterday.
Perfect Participle	She has laid the magazine there many times.
Present Participle	Laying the magazine on the table, she stood up and left the room.

Note: There is no such word as "layed." This word is the mistaken misspelling of "laid." Ex. "A professionally laid-out magazine article," not "a professionally layed-out magazine article."

Like, Such as

Such as is used for listing items in a series. *Like* should not be used for listing items in a series. However, *like* is okay to use when introducing a single item.

A beginning rugby player must master many different skills such as running and passing, blocking and tackling, drop kicking, and scrum control.

Dark fruits, like beets, have an especially good cleansing quality.

Might, May

Although *might* and *may* both express a degree of uncertainty, they have somewhat different meanings. *Might* expresses more uncertainty than does *may*. Also, only *might* is the correct choice when referring to past situations.

I might like to visit the Taj Mahal someday. (much uncertainty)

I may go sightseeing this weekend. (less uncertainty)

They might have left a message for us at the hotel. (past situation)

Number, Amount

Use *number* when speaking of things that can be counted. Use *amount* when speaking of things that cannot be counted.

The number of marbles in the bag is seven.

The amount of topsoil has eroded considerably.

Passed, Past

Passed functions as a verb. *Past* functions as a noun, adjective, or preposition.

Yesterday, Cindy found out that she passed her much-feared anatomy exam.

The proactive mind does not dwell on events of the past.

Principal, Principle

Although *principal* can refer to the head administrator of a school or even an original amount of money on loan, it is usually used as an adjective meaning "main," "primary," or "most important." *Principle* is used in one of two senses: to refer to a general scientific law or to describe a person's fundamental belief system.

Lack of clearly defined goals is the principal cause of failure.

To be a physicist one must clearly understand the principles of mathematics.

A person of principle lives by a moral code.

That, Which

The words *which* and *that* mean essentially the same thing. But in context they are used differently. It is common practice to use *which* with nonrestrictive (nonessential) phrases and clauses and to use *that* with restrictive (essential) phrases and clauses. Non-restrictive phrases are typically enclosed with commas, whereas restrictive phrases are never enclosed with commas. This treatment means that *which* appears in phrases set off by commas whereas *that* does not appear in phrases set off by commas.

The insect that has the shortest lifespan is the Mayfly.

The Mayfly, which lives less than 24 hours, has the shortest lifespan of any insect.

That, Which, Who

In general, *who* is used to refer to people, *which* is used to refer to things, and *that* can refer to either people or things. When referring to people, the choice between *that* and *who* should be based on what feels more natural.

Choose a person that can take charge.

The person who is most likely to succeed is often not an obvious choice.

Note: On occasion, *who* is used to refer to non-persons while *which* may refer to people.

I have a dog who is animated and has a great personality.

Which child won the award? (The pronoun *which* is used to refer to a person.)

Who, Whom

"Who" is the subjective form of the pronoun and "whom" is the objective form. The following is a good rule in deciding between *who* and *whom:* If "he, she, or they" can be substituted for a pronoun in context, the correct form is *who*. If "him, her, or them" can be substituted for a pronoun in context, the correct form is *whom*. Another very useful rule is that pronouns take their objective forms when they are the direct objects of prepositions.

Let's reward the person who can find the best solution.

Test: "He" or "she" can find the best solution, so the subjective form of the pronoun—who—is correct.

The report was compiled by whom?

Test: This report was drafted by "him" or "her," so the objective form of the pronoun—whom—is correct. Another way of confirming this is to note that "whom" functions as the direct object of the preposition "for," so the objective form of the pronoun is correct.

Note: One particularly tricky situation occurs in the following: "She asked to speak to whoever was on duty." At first glance, it looks as though "whomever" should be correct in so far as "who" appears to be the object of the preposition "to." However, in fact, the whole clause "whoever was on duty" is functioning as the direct object of the preposition "to." The key is to analyze the function of "whoever" within the applicable clause itself; in this case, "whoever" is functioning as the subject of the verb "is," thereby taking the subjective form. We can test this by saying "*he* or *she* is in charge."

Let's analyze two more situations both of which are correct.

(1) "I will interview whomever I can find for the job." The important thing is to analyze the role of "whomever" within the clause "whomever I can find" and test it as "I can find *him* or *her.*" This confirms that the objective form of the pronoun is correct. In this instance, the whole clause "whomever I can find" is modifying the word form "will interview."

(2) "I will give the position to whoever I think is right for the job." Again, the critical thing is to analyze the role of "whoever" within the clause "whoever I think is right for the job." Since we can say "I think he or she is right for the job," this confirms that the subjective form of the pronoun is correct. In this instance, the whole clause "whoever I think is right for the job" is modifying the preposition "to." Therefore, this example mirrors the previous example, "She asked to speak to whoever was on duty."

List of 200 Grammatical Idioms

Here is a list of the 200 most common grammatical idioms that a candidate is likely to encounter when preparing for the GMAT exam. Grammatical idioms are "grammatical phraseologies" that are deemed right or wrong simple because "that is the way they are written or spoken in English."

ABC

1. able to X
2. account for
3. according to
4. a craving for
5. a debate over
6. a descendant of
7. affiliated with
8. agree to (a plan or action)
9. agree with (person/idea)
10. allow(s) for
11. amount to
12. a native of
13. angry at/angry with
14. appeal to
15. apply to/apply for
16. approve(d) of/disapprove(d) of
17. a responsibility to
18. argue with/over
19. a sequence of
20. as a consequence of X
21. as ... as
22. as ... as do/as ... as does
23. as a result of
24. as good as
25. as good as or better than
26. as great as
27. as many X as Y
28. as much as
29. as X is to Y
30. ask X to do Y
31. associate with
32. attempt to
33. attend to
34. attest to
35. attribute X to Y
36. assure that
37. averse to
38. based on
39. be afraid of
40. because of
41. believe X to be Y
42. better served by X than by Y
43. better than
44. between X and Y
45. both X and Y
46. capable of
47. centers on
48. choice of
49. choose from/choose to
50. claim to be
51. collaborate with
52. compare(d) to/compare(d) with
53. comply with
54. composed of
55. concerned about/concerned with (not "concerned at")
56. conform to
57. conclude that
58. connection between X and Y
59. consider(ed) (without "to be")
60. consider(ed) (with "to be")
61. consistent with
62. contend that
63. contrast X with Y
64. convert to
65. cost of/cost to
66. credit(ed) X with having

DEF

67. debate over
68. decide on/decide to
69. declare X to be Y
70. defend against
71. define(d) as
72. delighted by
73. demand that
74. demonstrate that

75. depend(ent) on
76. depends on whether
77. depict(ed) as
78. descend(ed) from
79. desirous of
80. determined by
81. differ from/differ with
82. different from
83. difficult to
84. disagree with (person/idea)
85. discourage from
86. differentiate between X and Y
87. differentiate X from Y
88. dispute whether
89. distinguish X from Y
90. divergent from
91. do so/doing so (not "do it"/"doing it")
92. doubt that
93. draw on
94. either X or Y
95. enable X to Y
96. enamored of/with
97. enough X that Y
98. estimated to be
99. expect to
100. expose(d) to
101. fascinated by
102. fluctuations in
103. forbid X and Y
104. frequency of
105. from X rather than from Y (not "from X instead of Y")
106. from X to Y

GHI

107. give credit for/give credit to
108. hypothesize that
109. in an effort to
110. in association with
111. indifferent toward(s)
112. infected with
113. inherit X from Y
114. in order to
115. in reference to/with reference to
116. in regard to/with regard to
117. in search of
118. insists that
119. intend(ed) to
120. intersection of X and Y
121. in the same way as...to
122. in the same way that
123. introduce(d) to
124. in violation of
125. isolate(d) from

JKL

126. just as X, so (too) Y
127. less X than Y
128. likely to/likely to be
129. liken to

MNO

130. meet with
131. mistake (mistook) X for Y
132. model(ed) after
133. more common among X than among Y
134. more ... than ever
135. more X than Y
136. native to
137. neither X nor Y
138. no less ... than
139. no less was X than was Y
140. not X but rather Y
141. not only X but (also) Y
142. not so much X as Y
143. on account of
144. on the one hand/on the other hand

PQR

145. opposed to/opposition to
146. opposite of
147. inclined to
148. in comparison to
149. in conjunction with
150. in contrast to
151. in danger of
152. independent from
153. owing to
154. persuade X to Y
155. partake (partook) of
156. permit X to Y
157. potential to
158. prefer X to Y (not "prefer X over Y")
159. preferable to
160. prejudiced against
161. prevent from
162. prized by
163. prohibit X from Y
164. protect against
165. question whether
166. range(s) from X to Y
167. rates for (not "rates of")
168. recover from X
169. recover X from Y
170. regard(ed) as
171. replace(d) with
172. responsible for
173. resulting in

STU

174. sacrifice X for Y
175. seem to indicate
176. similar to
177. so as not to be hindered by
178. so X as to be Y
179. so X as to constitute Y
180. so X that Y
181. subscribe to
182. such X as Y and Z
183. sympathy for
184. sympathize with
185. tamper with
186. targeted at
187. the more X the greater Y
188. the same to X as to Y
189. to result in
190. to think of X as Y
191. tying X to Y
192. used to (not "use to")

VWXZY

193. view X as Y
194. whether X or Y
195. worry about (not "over")
196. X enough to Y
197. X instead of Y
198. X is attributed to Y
199. X out of Y (numbers)
200. X regarded as Y

Style Review

Although grammar, diction, and idioms were tested as part of the 100-Question Quiz, style was not. Style is, however, tested within the multiple-choice problems that follow in this chapter.

Passive vs. Active Voice

As a general rule of style, favor the active voice, not the passive voice (all things being equal).

Less effective:	Sally was loved by Harry.
More effective:	Harry loved Sally.

Less effective:	In pre-modern times, medical surgery was often performed by inexperienced and ill-equipped practitioners.
More effective:	In pre-modern times, inexperienced and ill-equipped practitioners often performed medical surgery.

In a normal subject-verb-object sentence, the doer of the action appears at the front of the sentence while the receiver of the action appears at the back of the sentence. Passive sentences are less direct because they reverse the normal subject-verb-object sentence order; the receiver of the action becomes the subject of the sentence and the doer of the action becomes the object of the sentence. Passive sentences may also fail to mention the doer of the action.

Less effective:	Errors were found in the report.
More effective:	The report contained errors. The reviewer found errors in the report.

Less effective:	Red Cross volunteers should be generously praised for their efforts.
More effective:	Citizens should generously praise Red Cross volunteers for their efforts. We should generously praise Red Cross volunteers for their efforts.

How can we recognize a passive sentence? Here's a quick list of six words that signal a passive sentence: *be, by, was, were, been,* and *being*. For the record, "by" is a preposition, not a verb form, but it frequently appears in sentences that are passive.

Nominalizations

A guiding rule of style is that we should prefer verbs (and adjectives) to nouns. Verbs are considered more powerful than nouns. In other words, a general rule in grammar is that we shouldn't change verbs (or adjectives) into nouns. The technical name for this no-no is "nominalization"; we shouldn't nominalize.

Avoid changing verbs into nouns:

Less effective:	reduction of costs
More effective:	reduce costs

Less effective:	development of a five-year plan
More effective:	develop a five-year plan

Less effective:	reliability of the data
More effective:	rely on the data

In the above three examples, the more effective versions represent verbs, not nouns. So "reduction of costs" is best written "reduce costs," "development of a five-year plan" is best written "develop a five-year plan," and "reliability of the data" is best written "rely on the data."

Avoid changing adjectives into nouns:

Less effective:	precision of instruments
More effective:	precise instruments
Less effective:	creativity of individuals
More effective:	creative individuals
Less effective:	reasonableness of the working hours
More effective:	reasonable working hours

In the latter three examples above, the more effective versions represent adjectives, not nouns. So "precision of instruments" is best written "precise instruments," "creativity of individuals" is best written "creative individuals," and "reasonableness of the working hours" is best written "reasonable working hours."

Brevity/Redundancy

As a general rule, less is more. Consider options that express the same ideas in fewer words without changing the meaning of a sentence. Sometimes opportunities exist to delete words that are merely redundant.

Less effective:	We want to hire the second candidate owing to the fact that he is humorous and has many good ideas.
More effective:	We want to hire the second candidate because he is humorous and has many good ideas.
Less effective:	A movie director's skill, training, and technical ability cannot make up for a poor script.
More effective:	A movie director's skill cannot make up for a poor script.

Weak Openers

Beginning a sentence with "it is" or "there is/there are" is grounds for a weak opener. Consider options which rephrase the sentence by deleting these opening words.

Less effective:	It is a program that traces the history of radio.
More effective:	The program traces the history of radio.
Less effective:	There is considerable evidence to suggest that moderate drinking is good for you.
More effective:	Considerable evidence exists to suggest that moderate drinking is good for you.

Answers to The 100-Question Quiz on Grammar, Diction, and Idioms

Q1 An office clerk and a machinist were present but unhurt by the on-site explosion.

Q2 Eggs and bacon is Tiffany's favorite breakfast.

The words "eggs" and "bacon" are intimately connected and deemed to be a signal unit.

Q3 A seventeenth-century oil painting, along with several antique vases, has been placed on the auction block.

Q4 The purpose of the executive, administrative, and legislative branches of government is to provide a system of checks and balances.

(The subject of the sentence is "purpose." The prepositional phrase "of the executive, administrative, and legislative branches of government" does not affect the verb choice.)

Q5 Here are the introduction and chapters one through five.

(The compound subject "introduction *and* chapters one through five" necessitates using the plural verb "are.")

Q6 Are there any squash courts available?

One helpful tip is to first express this as a declarative sentence: "There are squash courts available." Now it is easier to see that the subject is plural—squash courts—and a plural verb *are* is appropriate.

Q7 Entertaining multiple goals makes a person's life stressful.

"Entertaining multiple goals" is a gerund phrase which acts as the singular subject of the sentence.

Q8 To plan road trips to three different cities involves the handling of many details.

"To plan roads trips" is an infinitive phrase which acts as the singular subject of the sentence.

Q9 One in every three new businesses fails within the first five years of operation.

Q10 Few of the students, if any, are ready for the test.

The phrase "if any" is parenthetical, and in no way affects the plurality of the sentence.

Q11 Some of the story makes sense.

Q12 Some of the comedians were hilarious.

Q13 None of the candidates have any previous political experience.

Note that if "neither" was used in place of "none," the correct sentence would read: "Neither of the candidates has any political experience." "Neither" is an indefinite pronoun that is always singular. "None" is an indefinite pronoun that is singular or plural depending on context. The fact that "none" takes "have" and "neither" would take "has" is indeed a peculiarity.

Q14 Either Johann or Cecilia is qualified to act as manager.

Q15 Neither management nor workers are satisfied with the new contract.

Q16 Our group is meeting at 6 p.m.

Q17 A group of latecomers were escorted to their seats.

Q18 The number of road accidents has decreased.

Q19 A number of train accidents have occurred.

Q20 Fifty percent of video gaming is having great reflexes.

Q21 Two-thirds of their classmates have wakeboards.

Q22 Ten dollars is an average daily wage for many people in the developing word.

Q23 The present is from Beth and her.

Q24 Cousin Vinny and he are both valedictorians.

Q25 Between you and me, this plan makes a lot of sense.

Pronouns take the objective form when they are the direct object of prepositions. The preposition here is "between."

Q26 Do not ask for whom the bell tolls.

Pronouns take the objective form when they are the direct object of prepositions. The preposition here is "for."

Q27 People like you and me should know better.

The objective form of the pronoun—"me"—must follow the preposition "like."

Q28 My son is more sports-minded than I.

In order to test this: He is taller than I am.

Q29 We skate as fast as they.

Test this: We skate as fast as they do.

Q30 During our group presentation, our teacher asked you more questions than me.

Test this: During our group presentation, our teacher asked you more questions than she or he asked me.

Q31 The woman who is responsible for pension planning is Mrs. Green.

She is responsible for city planning; "he/she" is substitutable for "who."

Q32 This gift is intended for whom?

The gift is intended for *him* or *her*; "him/her" is substitutable for "whom."

Q33 The tour leader told Julie and me to turn off our cell phones.

Q34 Young Robert hurt himself while climbing alone.

Q35 A not-for-profit, like any other organization, has its own rules and regulations to follow.

Q36 Everybody should mind his or her own business.

Q37 Sam never argues with his father when Sam is drunk.

The sentence "Sam never argues with his father when he is drunk" is grammatically correct but contextually vague. It is contextually vague because we feel that it is Sam who is drunk whereas, grammatically, it is Sam's father who is actually drunk (a pronoun modifies the nearest noun that came before it; here the pronoun "he" modifies the noun "father"). The sentence needs to be rephrased to clear up potential ambiguity. The most direct way to achieve this is to replace the pronoun "he" with the noun it is intended to refer to, namely Sam. Note that another way to clear up this ambiguity is to restructure this sentence as follows: "When he is drunk, Sam never argues with his father."

Q38 To know that a person can't vote is to know that he or she doesn't have a voice.

A "person" is a noun in the third person and the correct answer must be a pronoun that matches it in the third person.

Other correct options would include:

To know that a person can't vote is to know that a person doesn't have a voice.

To know that a person can't vote is to know that one doesn't have a voice.

Q39 One cannot really understand another country until one has studied its history and culture.

We have essentially five ways to validate this sentence—"one has," "a person has," "he has," "she has," or "he or she has." In the latter option, using "he or she has" keeps writing gender neutral (politically correct). The grammatical reason that the original doesn't work is because "one" is a third-person singular pronoun while "they" is a third-person plural

pronoun. Thus, we have a pronoun shift or a shift in viewpoint. Any answer must also be in the third person singular.

Given the opportunity to rewrite the original sentence, two other correct options would also include:

You cannot really understand another country unless you have studied its history and culture.

(Here the second person pronoun "you" is matched with the second person pronoun "you.")

We cannot really understand another country unless we have studied its history and culture.

(Here the first person plural pronoun "we" is matched with the first person plural pronoun "we.")

Q40 He frequently told her he wanted to marry her.

Q41 The janitor was surprised to find termites coming out of the wood.

Q42 After writing the introduction, I easily drafted the rest of the report.

Q43 Walking along the shore, the couple could see fish jumping in the lake.

Q44 She said she had a copy of the map lying in her office.

(She is presently not in her office.)

Also: While we were sitting in her office, she told me she had a copy of the map.

(She is obviously in her office.)

Q45 In addition to building organizational skills, I also honed my team-building skills during the summer internship.

Q46 An incredibly complex mechanism, the brain has some 10 billion nerve cells.

Q47 On the basis of our observations, we believe the project will succeed.

Firstly, "the project" is not based on our observations. Observations must be made by people, so "we" is an appropriate substitute. Secondly, the phrase "based on" is incorrect because we cannot be physically standing on our observations or attached to them. The correct phraseology is "on the basis of." In general, "based on" is not an appropriate modifier to use with people; but it's fine for inanimate objects, e.g., a movie based on a book.

Q48 In the summer before college, Max waited tables, sold magazines, and even delivered pizzas.

Q49 Our neighbors went to London, Athens, and Rome.

Q50 Our neighbors went to London, to Athens, and to Rome.

Q51 Jonathan likes not only rugby but also kayaking.

Here the verb "likes" is placed before the *not only… but also* correlative, creating parallelism between the words "rugby" and "kayaking."

Q52 Jonathan not only likes rugby but also likes kayaking.

Here the verb "likes" is repeated after each component part of the *not only… but also* construction. Thus the words "likes rugby" and "likes kayaking" are parallel.

Q53 To examine the works of William Shakespeare—his plays and poetry—is to marvel at one man's seemingly incomparable depth of literary expression.

The infinitives "to examine" and "to marvel" are parallel.

Q54 In my favorite Japanese restaurant, the food is fascinating and the drinks are expensive.

Since the verbs are different (i.e., "is" and "are"), we must write them out.

Rules of ellipsis govern the acceptable omission of words in writing and speech. There is no need to say, "New York is a large and is an exciting city." The verb (i.e., "is") is the same throughout the sentence, so there's no need to write it out. Note, however, that the articles "a" and "an" are different and must be written out. Omitting the "an" in the second half of the sentence would result in the nonsensical, "Paris is exciting city."

Q55 The cross-examination neither contributed to nor detracted from the defendant's claim of innocence.

Since the prepositions are different, we cannot omit either of them

As a follow-up example, there is no need to say, "*The Elements of Style* was written by William Strunk, Jr., and was written by E.B. White." Since the verb form "was written" and the preposition "by" are the same when applied to both authors, we can simply say, "*The Elements of Style* was written by William Strunk, Jr., and E.B. White."

Q56 Between Tom and Brenda, Tom is better at math.

Q57 Among our group, Jeff is the wealthiest person.

Q58 Of all the roses grown in our neighborhood, Chauncey Gardiner's grow the most vigorously.

Q59 Chauncey Gardiner's roses grow more vigorously than any other in the neighborhood.

Q60 Tokyo's population is greater than the population of Beijing.

Q61 Tokyo's population is greater than Beijing's population.

Q62 Tokyo's population is greater than that of Beijing.
In the above example, the demonstrative pronoun "that" substitutes for the words "the population," and we are effectively saying, "Tokyo's population is greater than the population of Beijing."

Note that it is incorrect to write: "Tokyo's population is greater than that of Beijing's." Such a sentence would read: "Tokyo's population is greater than the population of Beijing's (population)."

Q63 Tokyo's population is greater than Beijing's.

Also: Tokyo's population is greater than Beijing's population.
Also: Tokyo's population is greater than that of Beijing.
Also: Tokyo's population is greater than the population of Beijing.

Q64 Of all the countries contiguous to India, Pakistan has the most strongly defended borders.

The following would not be a correct solution: "Of all the countries contiguous to India, the borders of Pakistan are most strongly defended."

Q65 The attention span of a dolphin is greater than that of a chimpanzee.

Q66 The requirements of a medical degree are more stringent than those of a law degree.

Q67 Like those of many politicians, the senator's promises sounded good but ultimately led to nothing.

Alternatively, we could use the words "like the promises of" in the following manner: "Like the promises of many politicians, the senator's promises sounded good but ultimately led to nothing." Ignoring the fill-in-the-blank, we could also write: "Like many politicians' promises, the senator's promises ..."

Q68 No one hits home runs like Barry Bonds.

"Like Barry Bonds" is a phrase. A phrase is a group of words that lacks a verb.

Q69 No one pitches as Roy Halladay does.

"As Roy Halladay does" is a clause. A clause is a group of words that contains a verb.

Q70 My dog barks when he sees my neighbor's cat.
The simple present tense "barks" is consistent with the simple present tense "sees."

Q71 Yesterday afternoon, smoke filled the sky and sirens sounded.
The simple past tense verb "filled" is consistent with the simple past tense verb "sounded."

Q72 Tomorrow, we will go to the football game.

Q73 We are raising money for the new scholarship fund. So far we have raised $25,000.

Q74 By the time I began playing golf, I had played tennis for three hours.

The playing of tennis precedes the playing of golf for these two past tense events.

Q75 Larry had studied Russian for five years before he went to work in Moscow.

Important note: There are actually two correct answers here:

(1) Larry had studied Russian for five years before he went to work in Moscow.

This answer employs the past perfect tense. The past perfect tense is constructed using the auxiliary "had" and the past participle of the verb, in this case "studied." The past perfect tense clarifies (or helps to clarify) the sequence of two past tense events. Here, it is clear that Larry first studied Russian and then went to Moscow. For GMAT test-taking purposes, side with this, more traditional usage, as representing the correct answer.

(2) Larry studied Russian for five years before he went to work in Moscow.

This example uses two past tense verbs (i.e., "studied" and "went") as well as the temporal word "before." When the sequence of two past tense events is clear, particularly through the use of temporal words (e.g., before, after, previously, prior, subsequently), the use of the past perfect tense is considered optional. Some experts claim that use of the past perfect, as used in (1) above (when the past perfect tense is used with temporal words) creates a redundancy. Other experts claim that (1) is the preferred answer, even though they agree that both scenarios are correct.

Q76 By the time evening arrives, we will have finished the task at hand.

The future act of finishing the task at hand will occur before evening arrives.

Q77 Sometimes she wishes she were on a tropical island having a drink at sunset.

Expresses a wish; the subjunctive "were," not "was," is the correct choice.

Q78 If I were you, I would be feeling quite optimistic.

Indicates a hypothetical, contrary-to-fact situation; "were," not "was," is the correct choice.

Q79 If economic conditions further deteriorate, public confidence will plummet.
"Will" is correct in future events with implied certainty; we are making a statement about the future in absolute terms. The sentence is written in the form of "If x happens, then y will happen."

Q80 If economic conditions were to further deteriorate, public confidence would plummet.

Note the inclusion of "were," when coupled with "would," signals the subjunctive mood.

Q81 If my taxes are less than $10,000, I will pay that amount immediately.

"Will" is correct when dealing with future events with implied certainty.

Q82 If oil were still abundant, there would be no energy crisis.

This situation is clearly contrary to fact. Oil is not abundant, and there is an energy crisis; "were" and "would" are used to signal the subjunctive.

Q83 Choice B
Every one of the makeup exams is tough, but anyone who misses a scheduled test with good cause is entitled to write one.

The words *anyone* and *any one* are not interchangeable. *Anyone* means "any person" whereas *any one* means "any single person or thing." Likewise, the words *everyone* and *every one* are not interchangeable. *Everyone* means "everybody in a group" whereas *every one* means "each person."

Q84 Choice B
The green book, which is on the top shelf, is the one you need for math. The book that is red is the one you need for grammar.

It is common practice to use *which* with nonrestrictive (nonessential) phrases or clauses and to use *that* with restrictive (essential) phrases or clauses. Non-restrictive phrases are typically enclosed with commas, whereas restrictive phrases are never enclosed with commas. "Which is on the top shelf" is a nonrestrictive (nonessential) phrase. It is optional. We can omit it, and the sentence will still make sense. "That is red" is a restrictive (essential) phrase. It is not optional. Without it the sentence will not make sense.

Q85 Choice A
Let's cherish the poem "In Flanders Fields." Remembering those who fought for our freedom lets us live easier.

Let's is a contraction for "let us"; *lets* is a verb meaning "to allow" or "to permit." This sentence could have been rewritten: Let us cherish the poem "In Flanders Fields." Remembering those who fought for our freedom *allows* us live easier.

Q86 Choice C
Once we turn these dreaded assignments in to the professor's office, we'll feel a lot less obliged to pass information on to our classmates.

The words *into* and *in to* are not interchangeable. Likewise, the words *onto* and *on to* are not interchangeable. Case in point: Turning assignments *into* the professor's office is a magician's trick! Passing information *onto* our classmates would mean physically putting the information on them.

Q87 Choice C
The McCorkendales didn't use to fancy warm weather, but that was before they moved to Morocco and got used to summer temperatures as high as 35 degrees Celsius.

Although *used to* and *use to* are largely interchangeable in spoken English, because the letter "d" is inaudible in many oral contexts, this is not the case in formal writing. The correct form for habitual action is *used to*, not *use to*. Example: "We used to go to the movies all the time." However, when *did* precedes "use(d) to" the correct form is "use to." This is commonly the case in questions and negative constructions. Example: "Didn't you use to live on a farm? I didn't use to daydream."

Q88 Choice A
Idiom: *Between X and Y*

A choice must be made between blue and green.

Q89 Choice A
Idiom: *Consider(ed)* – not followed by *"to be"*

Many doctors consider stress a more destructive influence on one's longevity than smoking, drinking, or overeating.

Consider/considered is not followed by "to be" (or "as") when *consider(ed)* is followed by a direct object and used in the sense that some person or organization considers something to have some perceived quality. The word "stress" functions as a direct object of the verb *consider*, and the perceived quality is the "destructive influence" of stress.

Q90 Choice C
Idiom: *Consider(ed)* – followed by *"to be"*

At first women were considered to be at low risk for HIV.

Consider/considered is followed by "to be" when *consider(ed)* has the meaning of "believed to be" or "thought to be."

Q91 Choice B
Idioms: *Credit(ed) X with having*

Many credit Gutenberg with having invented the printing press.

Q92 Choice A
Idiom: *Depicted as*

In the movie *Silence of the Lambs*, Dr. Hannibal Lecter is depicted as a brilliant psychiatrist and cannibalistic serial killer who is confined as much by the steel bars of his cell as by the prison of his own manufacture.

Q93 Choice B
Idiom: *Distinguish X from Y*

Only experts can distinguish a masterpiece from a fake.

Q94 Choice B
Idiom: *Do so*

Although doctors have the technology to perform brain transplants, there is no clear evidence that they can do so.

Q95 Choice A
Idiom: *In comparison to*

In comparison to France, Luxembourg is an amazingly small country.

Q96 Choice A
Idiom: *In contrast to*

Pete Sampras won Wimbledon with a classic tennis style, in contrast to Bjorn Borg, who captured his titles using an unorthodox playing style.

Q97 Choice C
Idiom: *More…than/(Less…than)*

There is more talk of a single North American currency today than ten years ago.

Q98 Choice B
Idiom: *Prefer X to Y*

I prefer blackjack to poker.

Q99 Choice A
Idiom: *Regarded as*

Rembrandt is regarded as the greatest painter of the Renaissance period.

Q100 Choice A
Idiom: *Tying X to Y*

The author does a good job of tying motivational theory to obtainable results.

MULTIPLE-CHOICE PROBLEMS

Subject-Verb Agreement

1. Vacation ( )

Neither Martha or her sisters are going on vacation.

A) Neither Martha or her sisters are going on vacation.

B) Neither Martha or her sisters is going on vacation.

C) Neither any of her sisters nor Martha are going on vacation.

D) Neither Martha nor her sisters are going on vacation.

E) Neither Martha nor her sisters is going on vacation.

2. Leader ( )

The activities of our current leader have led to a significant increase in the number of issues relating to the role of the military in non-military, nation-building exercises.

A) have led to a significant increase in the number of issues relating to the role of the military in non-military, nation-building exercises.

B) have been significant in the increase in the amount of issues relating to the role of the military in non-military, nation-building exercises.

C) has led to a significant increase in the number of issues relating to the role of the military in non-military, nation-building exercises.

D) has been significant in the increase in the number of issues relating to the role of the military in non-military, nation-building exercises.

E) has significantly increased the amount of issues relating to the role of the military in non-military, nation-building exercises.

3. Marsupial ( )

According to scientists at the University of California, the pattern of changes that have occurred in placental DNA over the millennia indicate the possibility that every marsupial alive today might be descended from a single female ancestor that lived in Africa sometime between 125 and 150 million years ago.

A) indicate the possibility that every marsupial alive today might be descended from a single female ancestor that

B) indicate that every marsupial alive today might possibly be a descendant of a single female ancestor that had

C) may indicate that every marsupial alive today has descended from a single female ancestor that had

D) indicates that every marsupial alive today might be a descendant of a single female ancestor that

E) indicates that every marsupial alive today may be a descendant from a single female ancestor that

4. Critics' Choice ( )

In this critically acclaimed film, there are a well-developed plot and an excellent cast of characters.

A) In this critically acclaimed film, there are a well-developed plot and an excellent cast of characters.

B) In this critically acclaimed film, there is a well-developed plot and an excellent cast of characters.

C) In this film, which is critically acclaimed, there is a well-developed plot and an excellent cast of characters.

D) In this film, which has been critically acclaimed, there are a well-developed plot and an excellent cast of characters.

E) There is a well-developed plot and an excellent cast of characters in this critically acclaimed film.

5. Recommendations ( )

Implementing the consultants' recommendations is expected to result in both increased productivity and decreased costs.

A) Implementing the consultants' recommendations is expected to result in

B) Implementing the consultants' recommendations are expected to result in

C) The expected result of enacting the consultants' recommendations are

D) The expected results of enacting the consultants' recommendations is

E) It is expected that enactment of the consultants' recommendations are to result in

Pronoun Usage

6. Inland Taipan ( )

The Inland Taipan or Fierce Snake of central Australia is widely regarded to be the world's most venomous snake; the poison from its bite can kill human victims unless treated within thirty minutes of an incident.

A) regarded to be the world's most venomous snake; the poison from its bite can kill human victims unless treated

B) regarded as the world's most venomous snake; the poison from its bite can kill human victims unless treated

C) regarded to be the world's most venomous snake; the poison from its bite can kill human victims unless it is treated

D) regarded as the world's most venomous snake; the poison from its bite can kill human victims unless they are treated

E) regarded to be the world's most venomous snake; the poison from its bite can kill human victims unless they are treated

7. Medicare ( )

Although Medicare legislation is being considered by the House of Representatives, they do not expect it to pass without being significantly revised.

A) Although Medicare legislation is being considered by the House of Representatives, they do not expect it to pass without being significantly revised.

B) Although the House of Representatives is considering Medicare legislation, they do not expect it to pass without significant revision.

C) Although the House of Representatives is considering Medicare legislation, it is not expected to pass without being significantly revised.

D) If it is to be passed, the House of Representatives must significantly revise Medicare legislation.

E) Consideration and significant revision is expected if Medicare legislation is to be passed by the House of Representatives.

8. Valuation ( )

Financial formulas for valuing companies do not apply to Internet companies in the same way as they do to traditional businesses, because they are growing and seldom have ascertainable sales and cash flows.

A) Financial formulas for valuing companies do not apply to Internet companies in the same way as they do to traditional businesses, because they are growing and seldom have ascertainable sales and cash flows.

B) Internet companies are not subject to the same applicability of financial formulas for valuing these companies as compared with traditional businesses, because they are growing and seldom have ascertainable sales and cash flows.

C) Because they are growing and seldom have ascertainable sales and cash flows, financial formulas for valuing companies do not apply to Internet companies in the same way as they do to traditional businesses.

D) Because they are growing and seldom have ascertainable sales and cash flows, Internet companies are not subject to the same applicability of financial valuation formulas as are traditional businesses.

E) Because Internet companies are growing and seldom have ascertainable sales and cash flows, financial formulas for valuing these companies do not apply to them in the same way as to traditional businesses.

Modification

9. Metal Detector ( )

Using a metal detector, old coins and other valuables can be located by hobbyists even though they are buried in the sand and dirt.

A) Using a metal detector, old coins and other valuables can be located by hobbyists even though they are buried in the sand and dirt.

B) Old coins and other valuables can be located by hobbyists using a metal detector even though they are buried in the sand and dirt.

C) Using a metal detector, hobbyists can locate old coins and other valuables even though they are buried in the sand and dirt.

D) Buried in the sand and dirt, old coins and other valuables can be located by hobbyists using a metal detector.

E) A metal detector can be used to locate old coins and other valuables that are buried in the sand and dirt by a hobbyist.

10. Management ( )

On the basis of their review of first quarter operating results, management's decision was to forgo expansion plans and pursue a more conservative marketing approach aimed at streamlining product offerings.

A) On the basis of their review of first quarter operating results, management's decision was

B) On the basis of its review of first quarter operating results, management decided

C) Based on reviewing first quarter operating results, a decision was made by management

D) Based on their review of first quarter operating results, management decided

E) Based on first quarter operating results, management decided

11. Natural Beauty ( )

Plastic surgeons who perform surgery for non-medical reasons defend their practice on the basis of the free rights of their patients; many others in the health field, however, contend that plastic surgery degrades natural beauty, which they liken to reconstructing a national park.

A) which they liken to reconstructing a national park.

B) which they liken to a national park with reconstruction done to it.

C) which they liken to reconstruction done on a national park.

D) likening it to a national park with reconstruction done to it.

E) likening it to reconstructing a national park.

Parallelism

12. Cannelloni ( )

Cannelloni has and always will be my favorite Italian dish.

A) Cannelloni has and always will be my favorite Italian dish.

B) Cannelloni was, has, and always will be my favorite Italian dish.

C) Cannelloni was and always will be my favorite Italian dish.

D) Cannelloni has been and always will be my favorite Italian dish.

E) Cannelloni is, has, and always will be my favorite Italian dish.

13. Massage ( )

Massage creates a relaxing, therapeutic, and rejuvenating experience both for your body and your well-being.

A) both for your body and your well-being.

B) for both your body and your well-being.

C) both for your body and well-being.

D) for both your body and well-being.

E) both for your body as well as your well-being.

14. Europeans ( )

Italy is famous for its composers and musicians, France, for its chefs and philosophers, and Poland, for its mathematicians and logicians.

A) Italy is famous for its composers and musicians, France, for its chefs and philosophers, and Poland, for its mathematicians and logicians.

B) Italy is famous for its composers and musicians, France for its chefs and philosophers, Poland for its mathematicians and logicians.

C) Italy is famous for its composers and musicians. France for its chefs and philosophers. Poland for its mathematicians and logicians.

D) Italy is famous for their composers and musicians; France, for their chefs and philosophers; Poland for their mathematicians and logicians.

E) Italy, France, and Poland are famous for their composers and musicians, chefs and philosophers, and mathematicians and logicians.

Comparisons

15. Sweater ( )

Although neither sweater is really the right size, the smallest one fits best.

A) the smallest one fits best.

B) the smallest one fits better.

C) the smallest one is better fitting.

D) the smaller of the two fits best.

E) the smaller one fits better.

16. Sir Isaac Newton ( )

Within the scientific community, the accomplishments of Sir Isaac Newton are referred to more often than any scientist, living or dead.

A) than any

B) than any other

C) than those of any

D) than are those of any

E) than those of any other

17. Soya ( )

In addition to having more protein than meat does, the protein in soybeans is higher in quality than that in meat.

A) the protein in soybeans is higher in quality than that in meat.

B) the protein in soybeans is higher in quality than it is in meat.

C) soybeans have protein of higher quality than that in meat.

D) soybean protein is higher in quality than it is in meat.

E) soybeans have protein higher in quality than meat.

18. Angel ( )

She sings like an angel sings.

A) She sings like an angel sings.

B) She sings like an angel does.

C) She sings as an angel sings.

D) She sings as if an angel.

E) She sings as if like an angel.

19. Perceptions ( )

Because right-brained individuals do not employ convergent thinking processes, like left-brained individuals, they may not notice and remember the same level of detail as their counterparts.

A) like left-brained individuals,

B) unlike a left-brained individual,

C) as left-brained individuals,

D) as left-brained individuals do,

E) as a left-brained individual can,

20. Assemblée Nationale ( )

As Parliament is the legislative government body of Great Britain, the Assemblée Nationale is the legislative government body of France.

A) As Parliament is the legislative government body of Great Britain,

B) As the legislative government body of Great Britain is Parliament,

C) Just like the legislative government body of Great Britain, which is Parliament,

D) Just as Parliament is the legislative government body of Great Britain, so

E) Just as the government of Britain's legislative branch is Parliament,

21. Geography ( )

Despite the fact that the United States is a superpower, American high school students perform more poorly on tests of world geography and international affairs than do their Canadian counterparts.

A) American high school students perform more poorly on tests of world geography and international affairs than do

B) American high school students perform more poorly on tests of world geography and international affairs as compared with

C) American high school students perform more poorly on tests of world geography and international affairs as compared to

D) the American high school student performs more poorly on tests of world geography and international affairs than does

E) the American high school student performs more poorly on tests of world geography and international affairs as compared with

22. Bear ( )

Like the Alaskan brown bear and most other members of the bear family, the diet of the grizzly bear consists of both meat and vegetation.

A) Like the Alaskan brown bear and most other members of the bear family, the diet of the grizzly bear consists

B) Like those of the Alaskan brown bear and most other members of the bear family, the diets of a grizzly bear consist

C) Like the Alaskan brown bear and most other members of the bear family, the grizzly bear has a diet consisting

D) Just like the diet of the Alaskan brown bear and most other members of the bear family, the diets of the grizzly bear consist

E) Similar to the diets of the Alaskan brown bear and most other members of the bear family, grizzly bears have a diet which consists

23. Smarts ( )

Unlike the Miller Analogies Test, which follows a standardized format, the formats for IQ tests vary considerably in both content and length.

A) the formats for IQ tests vary considerably in both content and length.

B) the format for an IQ test varies considerably in both content and length.

C) an IQ test follows a format that varies considerably in both content and length.

D) an IQ test follows formats that vary considerably in both content and length.

E) IQ tests follow formats that vary considerably in both content and length.

Verb Tenses

24. Golden Years ( )

A recent study has found that within the past few years, many executives had elected early retirement rather than face the threats of job cuts and diminishing retirement benefits.

A) had elected early retirement rather than face

B) had elected early retirement instead of facing

C) have elected early retirement instead of facing

D) have elected early retirement rather than facing

E) have elected to retire early rather than face

25. Politics ( )

Although he disapproved of the political platform set forth by Senator Barack Obama during the 2008 U.S. presidential primaries, Senator John McCain had later conceded that there must be a basis for a coalition government and urged members of both parties to seek compromise.

A) disapproved of the political platform set forth by Senator Barack Obama during the 2008 U.S. presidential primaries, Senator John McCain had later conceded

B) has disapproved of the political platform set forth by Senator Barack Obama during the 2008 U.S. presidential primaries, Senator John McCain had later conceded

C) has disapproved of the political platform set forth by Senator Barack Obama during the 2008 U.S. presidential primaries, Senator John McCain later conceded

D) had disapproved of the political platform set forth by Senator Barack Obama during the 2008 U.S. presidential primaries, Senator John McCain later conceded

E) had disapproved of the political platform set forth by Senator Barack Obama during the 2008 U.S. presidential primaries, Senator John McCain had later conceded

26. Trend ( )

The percentage of people remaining single in Holland increased abruptly between 1980 and 1990 and continued to rise more gradually over the next 10 years.

A) The percentage of people remaining single in Holland increased abruptly between 1980 and 1990 and continued to rise more gradually over the next ten years.

B) The percentage of people remaining single in Holland increased abruptly between 1980 and 1990 and has continued to rise more gradually over the next ten years.

C) The percentage of people remaining single in Holland increased abruptly between 1980 and 1990 and had continued to rise more gradually over the next ten years.

D) There had been an abrupt increase in the percentage of people remaining single in Holland between 1980 and 1990 and it continued to rise more gradually over the next ten years.

E) There was an abrupt increase in the percentage of people remaining single in Holland between 1980 and 1990 which continued to rise more gradually over the next ten years.

27. Fire ( )

Most houses that were destroyed and heavily damaged in residential fires last year were built without adequate fire detection apparatus.

A) Most houses that were destroyed and heavily damaged in residential fires last year were

B) Most houses that were destroyed or heavily damaged in residential fires last year had been

C) Most houses that were destroyed and heavily damaged in residential fires last year had been

D) Most houses that were destroyed or heavily damaged in residential fires last year have been

E) Most houses that were destroyed and heavily damaged in residential fires last year have been

28. B-School ( )

As graduate management programs become more competitive in the coming years in terms of their promotional and financial undertakings, schools have been becoming more and more dependent on alumni networks, corporate sponsorships, and philanthropists.

A) As graduate management programs become more competitive in the coming years in terms of their promotional and financial undertakings, schools have been becoming

B) As graduate management programs are becoming more competitive in the coming years in terms of their promotional and financial undertakings, schools have been becoming

C) As graduate management programs become more competitive in the coming years in terms of their promotional and financial undertakings, schools have become

D) As graduate management programs are becoming more competitive in the coming years in terms of their promotional and financial undertakings, schools have become

E) As graduate management programs become more competitive in the coming years in terms of their promotional and financial undertakings, schools will become

29. Summer in Europe ( )

By the time we have reached France, we will have been backpacking for twelve weeks.

A) By the time we have reached France, we will have been backpacking for twelve weeks.

B) By the time we have reached France, we will have backpacked for twelve weeks.

C) By the time we reach France, we will have been backpacking for twelve weeks.

D) By the time we will have reached France, we will have backpacked for twelve weeks.

E) By the time we reached France, we will have been backpacking for twelve weeks.

Answers and Explanations

1. Vacation ( )

Choice D
Classification: Subject-Verb Agreement
Snapshot: This problem is included to highlight the handling of correlative conjunctions such as "either/or" and "neither/nor" which may require a singular or plural verb.

The consistent appearance of "neither" indicates a "neither…nor" relationship. We can eliminate choices A and B outright. The correct verb is said to match what comes after the word "nor." Since "her sisters" in D is plural, the plural verb "are" does the trick.

In summary, singular subjects following "or" or "nor" always take a singular verb; plural subjects following "or" or "nor" take a plural verb. Stated another way, when two items are connected by "or" or "nor," the verb agrees with the closer subject. That is, the verb only needs to agree with the subject that comes after "or" or "nor."

There are two potentially correct answers:

> Neither Martha nor her sisters <u>are</u> going on vacation.
> *or*
> Neither her sisters nor Martha <u>is</u> going on vacation.

Note that only the first alternative above is presented by answer choice D.

2. Leader ( )

Choice A
Classification: Subject-Verb Agreement
Snapshot: This problem is included to show subject-verb agreement and to highlight the role of prepositional phrases in disguising the subject and verb.

The subject of a sentence determines the verb (i.e., singular subjects take singular verbs; plural subjects take plural verbs) and the subject of this sentence is "activities" (plural). The intervening phrase "of our current leader" is a prepositional phrase, and prepositional phrases can never contain the subject of a sentence. Mentally cut out this phrase. Since the subject is "activities," the verb is "have," not "has." Another distinction that needs to be drawn relates to the difference between "number" and "amount." The word "number" is used for countable items and "amount" for non-countable items. Therefore, we have no problem choosing choice A as the correct answer after applying only two rules—the first is a subject-verb agreement rule followed by the number versus amount semantic distinction. Also, per choices B and D, the clause "has/have been significant in the increase" is not only awkward but also passive.

3. Marsupial ( )

Choice D
Classification: Subject-Verb Agreement
Snapshot: This problem is also included to highlight the role of prepositional phrases within subject-verb agreements.

The subject of the sentence is "pattern" which is singular and a singular subject takes the singular verb "indicates." An additional way to eliminate choices A and B is through the redundant use of the words "might" and "possibility" which express the same idea; either "possibility" or "might" is required. Also, the use of "might" in choice D is better than "may" (choice E) because "might" more clearly indicates "possibility" than does "may." "Might" is also the correct choice when referring to past events. In choosing between choices D and E, the idiom "descendant of" is superior to the unidiomatic "descendant from." Finally, note that in choices B and C, "had," the auxiliary of "lived," should be deleted because the simple past tense is correct. The past perfect, which employs "had," is not required; the past perfect tense is used to refer to an action that precedes some other action also occurring in the past.

Author's note: This problem complements the previous one. The former problem contained a plural subject ("activities") and a single item in the prepositional phrase ("current leader"). This problem contains a singular subject ("pattern") and a plural item in the prepositional phrase ("changes").

4. Critics' Choice ( )

Choice A
Classification: Subject-Verb Agreement
Snapshot: This problem is included to highlight "there is/there are" constructions in which the subject of the sentence comes after, not before, the verb.

The compound subject is plural—"well-developed plot and an excellent cast of characters"—and therefore requires the plural verb "are." Choices B, C, and E are out because of the incorrect verb "is." Choices C and D employ roundabout constructions which are inferior to "In this critically acclaimed film." Choice D also employs the passive construction "which has been critically acclaimed." Choice E rearranges the sentence but still incorrectly employs the singular verb "is."

5. Recommendations ( )

Choice A
Classification: Subject-Verb Agreement
Snapshot: This problem is included to highlight gerund phrases which, when acting as subjects of a sentence, are always singular.

The gerund phrase "Implementing the consultants' recommendations" is the subject of the sentence. As gerund phrases are always singular, the correct verb here is "is." In choice C, "expected result" requires the verb "is," whereas in choice D, "expected results" requires the verb "are." In choice E, the "it is" construction creates an unnecessarily weak opener and an awkward sentence style.

6. Inland Taipan ( )

Choice D
Classification: Pronoun Usage
Snapshot: This problem is included to highlight the occasional need to add personal pronouns in order to minimize ambiguity.

This form of ambiguous reference is subtle. The original sentence is missing "they," and without the pronoun "they" the word "treated" might refer to "poison" or "victims"; "treated" is only supposed to refer to "victims." In choice C, the pronoun "it" logically but incorrectly refers to "bite." Technically it is not the bite that needs to be treated but the actual victims. Choices A, C, and E erroneously employ the idiom "regarded to be" when the correct idiom is "regarded as."

7. Medicare ( )

Choice C
Classification: Modification
Snapshot: This problem is included to highlight the need to choose the correct pronoun—*it*—when referring to a collective singular noun or single inanimate object.

Choices A and B are incorrect because the pronoun "they" cannot refer to the House of Representatives. Not only is the House of Representatives a collective singular noun, but it is also an inanimate object; therefore the proper pronoun choice is "it."

Choice D improperly employs the pronoun "it," which incorrectly refers to the House of Representatives rather than to Medicare legislation. Choice E may be the most passive of these sentences, in which the doer of the action, the House of Representatives, is now at the very back of the sentence.

In choice C, the pronoun "it" correctly refers to Medicare legislation. The subordinate clause "although the House of Representatives is considering Medicare legislation" is written in the active voice. The latter part of the sentence is written in the passive voice "without being significantly revised," and we just have to live with it given that it's the best of the remaining choices. For the record, two alternative wordings for the latter part of the sentence might include: *it is not expected to pass unless it is significantly revised* (active voice but employs two uses of the pronoun "it"); *it is not expected to pass without significant revision* (active voice but employs the nominalized "revision").

Author's note: In general, the five most common signals of the passive voice include: "be," "was," "were," "been," "being." In addition, the preposition "by" is also closely associated with the passive voice: e.g., "The ball was caught by the outfielder."

8. Valuation ( )

Choice E
Classification: Pronoun Usage
Snapshot: This problem is included to highlight ambiguity arising from the use of personal pronouns, and seeks to clear up such ambiguity, not by replacing pronouns, but by rearranging the sentence itself. Part of the reason it garners a three-chili rating is because the problem is long, and somewhat

difficult to read and analyze in two minutes—the standard time allotted for completing any and all GMAT problems.

The problem with choices A and B is that the word "they" refers to traditional businesses; this is illogical because traditional businesses are not growing, Internet companies are. Remember that a pronoun modifies the closest noun that precedes it. The structure in choice C makes it seem as if "financial formulas" are growing, and this, of course, is farcical.

Choices A and C use the awkward, "do not apply to X in the same way as they do to Y." A more succinct rendition is found in choice E—"do not apply to X in the same way as to Y." In choices A, C, and E, the verb "apply" is more powerful and therefore superior to the noun form "applicability" (as used in choices B and D).

Author's note: Beware of the high school wise tale that says you shouldn't begin a sentence with the word "because." If you learned this as a rule, forget it. According to the conventions of Standard Written English (SWE)—which, incidentally, this book abides by—the word "because" functions as a subordinating conjunction. Its use is effectively identical to that of "as" or "since," and we can think of these three words as substitutes. In short, there's actually no rule of grammar or style preventing us from beginning a sentence with the word "because."

9. Metal Detector ( )

Choice C
Classification: Modification
Snapshot: This problem is included to illustrate misplaced modifiers. In particular, an introductory modifying phrase (a phrase that begins the sentence) always refers to the first noun or pronoun that follows it (and which is in the subjective case). As a general rule: *Modifying words or phrases should be kept close to the word(s) that they modify.*

The only answer choice that is written in the active voice is choice C. The other four answer choices are written in the passive voice (note the word "be," which signals the passive voice). In choice A, coins and other valuables cannot *use* a metal detector; we must look for a person to act as the doer of the action. Choice E changes the meaning of the sentence, suggesting that the hobbyists bury the coins themselves. Whereas choices A and E are incorrect, choices B, C, and D are each grammatically correct. Choice C is the winner because, all things being equal, the active voice is deemed superior to the passive voice. This is a rule of style rather than grammar. Style is more or less effective, better or worse. Grammar is correct or incorrect, right or wrong.

Author's note: Modification may involve the replacement of individual qualifying words, such as: *almost, only, just, even, hardly, nearly, not,* and *merely.* Ideally, these words should be placed immediately before the words they modify lest they cause confusion.

In the classic example below, consider how the placement of the word "only" changes the sentence's meaning depending on its position within the sentence.

Original: Life exists on earth.

Let's add the word "only" and vary its placement:

Example 1: Only life exists on earth.

The meaning is that life is the sole occupier of earth. However, we know that there are things besides life that exist on earth, including inanimate objects like rocks.

Example 2: Life only exists on earth.

The meaning is that life merely exists on earth and doesn't do anything else.

Example 3: Life exists only on earth.

This is likely the intended meaning. The word "only" is appropriately placed in front of the word phrase it modifies—*on earth*.

Example 4: Life exists on only earth.

The meaning here is the same as above but slightly more dramatic. The implication is that life's sole domain is earth, and we're proud of it.

Example 5: Life exists on earth only.

The meaning is also the same as example 3, but with a flair for the dramatic. The implication may be that life is found only on earth, and isn't that a shame.

10. Management ( )

Choice B
Classification: Modification
Snapshot: This problem is included to highlight a modification trap, particularly in case of sentences beginning with the words "based on."

Choice A is incorrect because the opening clause, "On the basis of their review of first quarter operating results" cannot logically modify "management's decision"; it can only modify "management." In choice C is also incorrect for this reason. The clause, "Based on reviewing first quarter operating results" cannot properly modify "a decision." Choice D is out because the pronoun "their" does not match its singular antecedent, "management"; the correct pronoun would be "its." In choice E, as well as choice D, "management" cannot, technically speaking, be "based on first quarter operating results" or "even a review of first quarter operating results."

Author's note: Watch out for sentences that are worded to suggest that people are "based on" something. For example, the sentence that begins, "Based on their research, scholars determined …," is erroneously stating that scholars are standing on their research or perhaps attached to it. On the other hand, it is completely acceptable to word sentences to suggest that one inanimate object is based on another (e.g., "A movie based on a book."). Here are two more examples:

> "Based on simple line drawings, the new corporate logo looks quite catchy."
> (The new corporate logo is based on our client's own drawings. Both "corporate logo" and "drawings" are inanimate objects).

"Brokers whose buy-recommendations were based on stock market fever."
(Both "buy-in recommendations" and "stock market fever" are inanimate objects.)

11. Natural Beauty ( )

Choice E
Classification: Modification
Snapshot: This problem is included to highlight another type of modification problem, known as "back sentence modification."

The final answer proves best—correct, logical, and succinct—in comparing *plastic surgery* to the act of *reconstructing a national park*. In short, the patient is being compared to a national park while the act of plastic surgery is being likened to the act of reconstructing a national park. The word "likening" functions as a participle; it introduces the participle phrase "likening it to reconstructing a national park." This phrase properly refers to "surgery," not "natural beauty."

In choices A, B, and C, the relative pronoun "which" refers not to plastic surgery but to the noun immediately preceding it, "natural beauty." As a result, natural beauty is compared to "reconstructing a national park" (choice A), to "a national park" (choice B), and to "reconstruction" (choice C). Choice D corrects this problem by eliminating the "which" construction and supplying the pronoun "it," thus referring clearly to "plastic surgery," but it illogically compares "plastic surgery" to "a national park." Moreover, the double use of "it" is awkward.

12. Cannelloni ( )

Choice D
Classification: Parallelism
Snapshot: This problem is included to highlight the use of parallelism in contexts of ellipsis.

To test choice D, simply complete each component idea, making sure each makes sense. "Cannelloni has been my favorite dish ... Cannelloni always will be my favorite dish." Now check this against the original: "Cannelloni was my favorite dish (doesn't work) ... Cannelloni always will be my favorite dish." Choice E suffers the same fate as choices A and B, erroneously omitting *has been*. Choices B and C are muddled; the word "was" illogically suggests that Cannelloni was once a favorite dish but no longer is.

13. Massage ( )

Choice B
Classification: Parallelism
Snapshot: This problem is included to highlight the use of parallelism in correlative conjunctions.

There are four common correlative conjunctions in English. These include: *either ... or, neither ... nor, not only ... but also,* and *both ... and*. The purpose of correlative conjunctions is to join ideas of equal weight. Therefore, things on both sides of each connector should be parallel in form and equal in weight.

The word pairing "both ... as well as" is unidiomatic, so choice E can be eliminated. Here the correlative conjunction is "both ... and." The words that follow "both" and "and" must be parallel in structure.

In choice B, the correct answer, the words "your body" and "your well-being" follow on both sides of "both" and "and" in perfect parallelism. Choices C and D are not parallel. For the record, there are effectively two possibilities:

Massage creates a relaxing, therapeutic, and rejuvenating experience for both your body and your well-being.
or
Massage creates a relaxing, therapeutic, and rejuvenating experience both for your body and for your well-being.

Here's another example:

Incorrect: Jonathan not only likes rugby but also kayaking.

Correct: Jonathan likes not only rugby but also kayaking.
or
Correct: Jonathan not only likes rugby but also likes kayaking.

Two more correct versions would include:

Incorrect: Sheila both likes to act and to sing.

Correct: Sheila likes both to act and to sing.
or
Correct: Sheila both likes to act and likes to sing.

14. Europeans ( )

Choice A
Classification: Parallelism
Snapshot: This problem is included to highlight the use of parallelism with regard to ellipsis, and review the semicolons, omission commas, sentence run-ons and sentence fragments.

In choice A, the comma placed immediately after "France" and "Poland" is an *omission comma*—it takes the place of the missing words "is famous." Choice B provides an example of a run-on sentence. There must be an "and" preceding the word "Poland." As it stands, it is three sentences joined together by commas.

Choice C contains two sentence fragments: "France for its chefs and philosophers" and "Poland for its mathematicians and logicians." These phrases cannot stand on their own as complete sentences. Choice D improperly uses the pronoun "their," when what is called for is the pronoun "its." Moreover, we would need to have commas after both the words "France" and "Poland" in order to validate this choice; alternatively, we could omit commas after France and Poland. Words can be omitted within a sentence if they're a readily understood in context.

Choice E changes the meaning of the original sentence (that's a no-no). There's little doubt that France and Poland have composers, musicians, chefs, philosophers, mathematicians, and logicians, but the focus is on what each country is specifically famous for.

In summary, there are four possible correct answers.

Correct: Italy is famous for its composers and musicians, France is famous for its chefs and philosophers, and Poland is famous for its mathematicians and logicians.

Note that the above version repeats three times the words "is famous."

Correct: Italy is famous for its composers and musicians, France, for its chefs and philosophers, and Poland, for its mathematicians and logicians.

The above is the correct rendition per choice A. The comma after "France" and "Poland" is effectively taking the place of the words "is famous."

Correct: Italy is famous for its composers and musicians, France for its chefs and philosophers, and Poland for its mathematicians and logicians.

The above version is likely the most subtle. The rules of ellipsis allow us to omit words that are readily understood within the context of any sentence. The words "is famous" are readily understood. This version is almost identical to choice B, except that it correctly inserts the word "and" (a conjunction) before Poland.

Correct: Italy is famous for its composers and musicians; France, for its chefs and philosophers; Poland, for its mathematicians and logicians.

The above version uses semicolons along with commas. Note that the final "and" (conjunction) before Poland is optional. Unlike choice D, this choice correctly inserts a comma after "France" and "Poland" and replaces the pronoun "their" with "its."

15. Sweater ( )

Choice E
Classification: Comparisons
Snapshot: This problem is included to highlight the handling of the comparative and superlative adjective forms.

The words "neither one" indicate that we are dealing with two sweaters. When comparing two things, we use the comparative form of the adjective, not the superlative. Thus, the correct choice is "better," not "best," and "smaller," not "smallest." "Better" and "smaller" (comparatives) are used when comparing exactly two things; "best" and "smallest" (superlatives) are used when comparing three or more things.

Author's note: When two things are being compared, the *comparative* form of the adjective (or adverb) is used. The comparative is formed in one of two ways: (1) adding "er" to the adjective (for adjectives containing one syllable), or (2) placing "more" before the adjective (especially for adjectives with more than two syllables). Use one of the above methods, but never both: "Jeremy is wiser (or *more wise*) than we know," but never "Jeremy is more wiser than we know."

When three or more things are being compared, the *superlative* form of the adjective (or adverb) is used. The superlative is formed in one of two ways: (1) adding "est" to the adjective (for adjectives containing one syllable), or (2) placing "most" before the adjective (especially for adjectives with more than two syllables). Use one of the above methods, but never both: "He is the cleverest (or *most clever*) of my friends," but never "He is the most cleverest of my friends."

Some modifiers require internal changes in the words themselves. A few of these irregular comparisons are presented in the following chart:

Positive	Comparative	Superlative
good	better	best
well	better	best
bad	worse	worst
far	farther, further	farthest, furthest
late	later, latter	latest, last
little	less, lesser	least
many, much	more	most

16. Sir Isaac Newton ( )

Choice E
Classification: Comparisons
Snapshot: This solution to this problem pivots on the use of the demonstrative pronoun "those."

The words "those" and "other" must show up in the correct answer. Without the word "other," choices A, C, and D illogically compare Sir Isaac Newton to all scientists, living or dead, even though Sir Isaac Newton is one of those scientists. Without the word "those," choices A and B illogically compare "the accomplishments of Sir Isaac Newton" to "other scientists." Obviously, we must compare "the accomplishments of Sir Isaac Newton" to "the accomplishments of other scientists." In choices C, D, and E, the word "those" exists to substitute for the phrase "the accomplishments."

17. Soya ( )

Choice C
Classification: Comparisons
Snapshot: This problem highlights the use of the demonstrative pronoun "that."

Here, we must correctly compare "the protein in meat" to "the protein in soybeans." The demonstrative pronoun "that" is very important because it substitutes for the words "the protein." Choice C creates a sentence which effectively reads: "In addition to having more protein than meat does, the protein in soybeans is higher in quality than *the protein* in meat."

Choices A and B are out because the word "meat" must come after the opening phrase "in addition to having more protein than meat does." Choice D correctly employs "soybeans" but incorrectly uses "it" to make a comparison. The word "it" cannot stand for "the protein." Choice E incorrectly compares soybean protein to meat.

18. Angel ( )

Choice C
Classification: Comparisons
Snapshot: This problem is included to highlight proper comparisons involving "like" versus "as."
The basic difference between "like" and "as" is that "like" is used for phrases and "as" is used for clauses. A phrase is a group of words that does not contain a verb; a clause is a group of words that does contain a verb. Choices D and E ungrammatically employ "as" in phrases, in addition to being awkwardly constructed.

There are three potentially correct versions:

i) She sings <u>like an angel</u>.
"Like an angel" is a phrase (there is no verb), so "like" is the correct choice.

ii) She sings <u>as an angel sings</u>.
"As an angel sings" is a clause (contains the verb "sings"), so "as" is the correct choice.

iii) She sings <u>as an angel does</u>.
"As an angel does" is a clause (contains the verb "does"), so "as" is the correct choice.

Author's note: Advertising is an arena where violations in English grammar may be turned to advantage. The American cigarette company Winston once adopted the infectious advertising slogan: "Winston tastes good like a cigarette should." The ungrammatical and somehow proactive use of "like" instead of "as" created a minor sensation, helping to propel the brand to the top of the domestic cigarette market. A more recent advertising campaign by DHL in Asia also contains a grammatical violation: "No one knows Asia like we do." The correct version should read: "No one knows Asia as we do."

19. Perceptions ( )

Choice D
Classification: Comparisons
Snapshot: This problem is included to highlight the comparative idiom "as ... do"/"as ... does."

The problem pivots on the "like/as" distinction. If the underlined portion modifies "right-brained individuals," then "like" would be appropriate; however, if it parallels the clause "right-brained individuals do not employ," then "as" is appropriate. To modify "right-brained individuals," the underline should be next to the word, so choices A and B are not correct. Also, choice A states that "right-brained individuals" and "left-brained individuals" are similar, whereas the rest of the sentence contrasts them. Choices C, D, and E use the correct connector, "as," but choice E, like choice B, uses the singular "adult," and choices C and E employ phrases as opposed to clauses. Choice E provides the proper comparative clause. Choice B is contextually sound but structurally awkward. Either of the following would be better:

Correct: Unlike left-brained individuals, right-brained individuals often do not employ their attention or perceptions systematically, and they may not notice and remember the same level of detail <u>as</u> their left-brained counterparts <u>do</u>.

Correct: Right-brained individuals often do not employ their attention or perceptions systematically, and, unlike left-brained individuals, right-brain individuals may not notice and remember the same level of detail as their left-brained counterparts do.

20. Assemblée Nationale ( )

Choice D
Classification: Comparisons
Snapshot: This problem is included to highlight the comparative idiom "Just as … so (too)." Note that the brackets indicate the optional use of the word "too."

In choices A and B, the use of "as" is incorrect. "As" functions as a subordinating conjunction, and this means that the reader expects a logical connection between the fact that Britain has a Parliament and France has the Assemblée Nationale. Try substituting the subordinating conjunction "because" in either choices A or B and the illogical relationship becomes more apparent. "Because Parliament is the legislative government body of Great Britain, the Assemblée Nationale is the legislative government body of France."

The "just as … so (too)" idiom (choice D) can be used to express this type of meaning. "Just as something, so something else." Choice D provides a standard comparison: "the Parliament of Great Britain to the Assemblée Nationale of France." In choice E, the comparison is awkward because we end up comparing the Government of Britain's Parliament with the Assemblée Nationale.

Choice C is not only awkward, but "just like" also is not correct; it is a redundancy where "like" would otherwise do the trick. "Like" is used for phrases, whereas "as" is used for clauses. Clearly we are dealing with a clause.

Author's note: Savor this classic example.

Correct: Just as birds have wings, so too do fish have fins.

Incorrect: As birds have wings, fish have fins.

Incorrect: As birds have wings, fish, therefore, have fins.

Substituting "because" for "as" above, we can quickly see an illogical relationship. There is no connection between a bird's having wings and a fish's having fins.

Incorrect: Just like birds that have wings, fish have fins.

We can't use "just like" because "like" is not used with clauses; "that have wings" is a clause. Moreover, "just like" is considered an unnecessary redundancy of "like." So although "just as" is grammatically sound, we really shouldn't use "just like" in formal writing.

21. Geography ( )

Choice A
Classification: Comparisons

Snapshot: This problem is included to highlight the correct use of the "more…than" idiom, used in comparing two things.

Make an initial note that we should ideally be comparing American high school *students* with Canadian high school *students* (plural with plural) because the non-underlined part of the sentence contains the words "counterparts." Be suspicious of any of the answer choices which begin with "the American high school student." Verify also that in all cases verbs are correct. "Do" is a plural verb that matches the plural phrase "Canadian counterparts"; "does" is a singular verb that would be used to match the singular phrase "Canadian counterpart."

The last piece of the puzzle is to eliminate the non-standard comparative constructions, namely "more…compared to" as well as "more…compared with." The correct idiom is "more…than" or "less…than." Thus, choices B, C, and E cannot be correct. See chapter 3 for list of the 200 Common Grammatical Idioms.

22. Bear ( )

Choice C
Classification: Comparisons
Snapshot: When making comparisons, the most basic rule is to make sure to compare like things. That is, compare apples with apples and oranges with oranges. This is particularly true when distinguishing between the characteristics of one thing to the characteristics of something else. In such cases, we must compare thing to thing, and characteristic to characteristic.

Here we want to compare "bears" with "bears" or "diets of bears" with "diets of bears." Choice A, the original, compares animals with diets by erroneously comparing the "Alaskan brown bear and most other members" of the bear family to the "diet" of the grizzly bear. Choice B is structurally sound ("those" is a demonstrative pronoun that takes the place of "the diets") but unidiomatically refers to the "diets" of the grizzly bear. Idiomatic speech would require the use of "diet" to refer to a single bear species and "diets" to refer to more than one species of bear. Choice D uses the repetitious "Just like" (when "Like" alone is sufficient), as well as the unidiomatic "diets." Choice E commits the original error in reverse. Now "diets" of the Alaskan brown bear and most other members of the bear family are being compared directly to "grizzly bears."

All of the following provide potentially correct answers:

i) Like the Alaskan brown bear and most other members of the bear family, the grizzly bear has a diet consisting of both meat and vegetation.

ii) Like the Alaskan brown bear and most other members of the bear family, grizzly bears have a diet consisting of both meat and vegetation.

iii) Like the diets of the Alaskan brown bear and most other members of the bear family, the diet of the grizzly bear consists of both meat and vegetation.

iv) Like the diets of the Alaskan brown bear and most other members of the bear family, the diet of grizzly bears consists of both meat and vegetation.

23. Smarts ( )

Choice E
Classification: Comparisons
Snapshot: This problem is included as an "oddball" to demonstrate that we do not always compare a singular item with singular item or plural item with plural item (e.g., Miller Analogies Test versus IQ tests). In context, a situation may necessitate comparing a singular item with a plural item or vice versa. Here the "apples to apples, oranges to oranges" comparison involves comparing one type of test to another type of test while comparing the formats of one such test to the formats of the other types of tests.

Choices A and B erroneously compare "the Miller Analogies Test" with "the formats ..." We want to compare "one exam" to "another exam," or "the format of one exam" to the "format of another exam," or "the formats of some exams" to the "formats of other exams." Although choice C looks like the winning answer, upon closer examination we realize that a single format cannot itself vary considerably in terms of content and length. Choice D correctly employs "formats," but now the problem reverses itself: A single IQ test does not have "formats." Choice E correctly combines "IQ tests" in the plural with "formats" in the plural.

Here's a follow-up example in mirror image to the problem at hand:

Incorrect	Unlike Canadian football, which is played on a standardized field, American baseball is played on a field which varies considerably in shape and size.
Correct	Unlike Canadian football, which is played on a standardized field, American baseball is played on fields which vary considerably in shape and size.

24. Golden Years ( )

Choice E
Classification: Verb Tenses
Snapshot: This problem is included to illustrate the difference between the present perfect tense versus the past perfect tense. The correct answer employs the present perfect tense.

Only choice E uses the correct tense (present perfect), observes parallelism, and is idiomatic. Because the sentence describes a situation that continues into the present, choices A and B are incorrect in using the past perfect "had elected," which denotes a sequence of two past tense events. The sentence begins in the present perfect tense ("has found"), and all things being equal, we want to maintain consistency with respect to tenses ("have elected"). In choice E, the noun forms "to retire" (infinitive) and "face" are more closely parallel than are the noun forms "retirement" and "facing." Note also that the dual expressions "x rather than y" and "x instead of y" are, according to Standard Written English, equivalent. However, the GMAT folks seem to side with the use of "rather than."

25. Politics ( )

Choice D
Classification: Verb Tenses

Snapshot: This problem is included to highlight the past perfect tense and the precise use of the auxiliary "had" in forming this tense.

The original sentence contains two critical past tense verbs: "disapproved" and "conceded." It also contains the time word "later," as in "later conceded," which serves to further clarify the sequence of past events. This problem highlights an important characteristic of the past perfect tense, namely that the auxiliary "had" is used before the first of two past events. In this example, Senator John McCain "disapproved" before he "conceded." Thus, the auxiliary "had" must be placed before the first (not the second) of the two past events: "had disapproved ... later conceded."

Choice A erroneously proposes a reversal in sequence ("disapproved ... had later conceded"), while choice E doubles the use of "had" to create a verbal muddle ("had disapproved ... had later conceded"). Both of these choices result in illogical alternatives. Choices B and C incorrectly employ the present perfect tense ("has") when the past perfect tense ("had") is what is called for.

Note that another correct answer would have included the following:

"Although he disapproved of the political platform set forth by Senator Barack Obama during the 2008 U.S. presidential primaries, Senator John McCain later conceded ...."

This option is correct, although it doesn't use the past perfect tense. It instead uses two past tense verbs, namely "disapproved" and "conceded," and the temporal word "later." Because the sequence of tense is clear, the use of the auxiliary "had" is considered optional. Refer to the explanation given for Q75 in *Answers to The 100 Question Quiz*.

26. Trend ( )

Choice A
Classification: Verb Tenses
Snapshot: This problem is included to illustrate the difference between the simple past tense versus the past perfect tense and the present perfect tense. The correct answer sides with the simple past tense.

Here, the simple past tense is all that is needed to refer clearly to the time frame in the past (1980–1990). In choice B, the present perfect tense "has continued" is inconsistent with the timing of an event that took place in the distant past. In choice C, the past perfect tense "had continued" is not required because we are not making a distinction between the sequences of two past tense events.

In choices D and E, the focus switches from a rise in the "percentage of people" to a rise in the "abrupt increase." This shift in meaning is unwarranted and incorrect. The pronouns "it" (choice D) and "which" (choice E) are ambiguous and could refer to either the "percentage of people" or an "abrupt increase." Moreover, choices D and E employ the passive constructions "there had been" and "there was"; these are considered weak sentence constructions and are best avoided.

27. Fire ( )

Choice B
Classification: Verb Tenses

Snapshot: This problem is included to highlight the difference between the past perfect tense versus the simple past tense and/or the present perfect tense. The correct answer sides with the past perfect tense. This problem also deals with the passive verb tense (had been/have been).

The solution to this problem is conceptually similar to that of the preceding problem. The auxiliary "had" must be used in conjunction with the first of two past tense events. In short, only choice B uses the verb tenses correctly to indicate that houses were built or heavily damaged prior to their being destroyed by fire. Choices A, C, and E illogically state that some houses were both destroyed and heavily damaged; "or" is needed to indicate that each of the houses suffered either one fate or the other. In using only the simple past tense (i.e., the verb tense "were"), choice A fails to indicate that the houses were built before the fires occurred. Choices D and E erroneously employ the present perfect tense, saying in effect that the houses "have been constructed" after they were destroyed or heavily damaged last year.

28. B-School ( )

Choice E
Classification: Verb Tenses
Snapshot: This problem is included to highlight the difference between the simple future tense versus the present perfect tense (both simple and progressive verb forms). This problem sides with the use of the simple future tense. A review of the simple and progressive verb forms is included.

Since all answer choices contain the words "in the coming years," we definitely know we are dealing with the future, and choice E complements our search for a simple future tense. In choices A and B, the tense "have been becoming" (present perfect progressive tense in the passive voice) doesn't work. In choices C and D, the present perfect tense is also out. The present perfect tense is only useful for events that began in the past but touch the present. Here we need a tense that takes us into the future.

29. Summer in Europe ( )

Choice C
Classification: Verb Tenses
Snapshot: This problem encapsulates the correct use of the future perfect tense.

This problem requires the use of the future perfect tense. Choices A and B present incorrect versions of the present perfect tense, employing the construction "have reached." Choices D and E create erroneous alternatives by commingling past tense constructions with those in the future tense. Choice D presents an incorrect version which doubles up the present perfect tense "have reached" with the future perfect tense "will have backpacked."

Choice E mixes the simple past tense "reached" with the future perfect tense (in the progressive form). For the record, an equally correct answer would have been: "By the time we reached France, we had been backpacking for 12 weeks." This would represent the correct use of the past perfect tense. Of course, the original sentence clearly indicates that the travelers are looking into the future—they have not yet arrived in France.

The future perfect tense and the past perfect tense are very much opposite in terms of time frame but structurally similar.

Past perfect tense: By the time something happened (second event), something else had already happened (first event).

Future perfect tense: By the time something happens (second event), something else will have already happened (first event).

ABOUT THE AUTHOR

A graduate of the University of Chicago's Booth School of Business and certified public accountant, Brandon developed an expertise in GMAT test-taking and MBA admissions strategies while first working overseas for the world's largest test-preparation organization. This book represents his distilled experience gained from classroom teaching on two continents and individual tutor sessions that have helped hundreds of applicants beat the GMAT and achieve acceptance at the world's leading business schools.

To contact the author:
E-mail: contact@brandonroyal.com
Web site: www.brandonroyal.com

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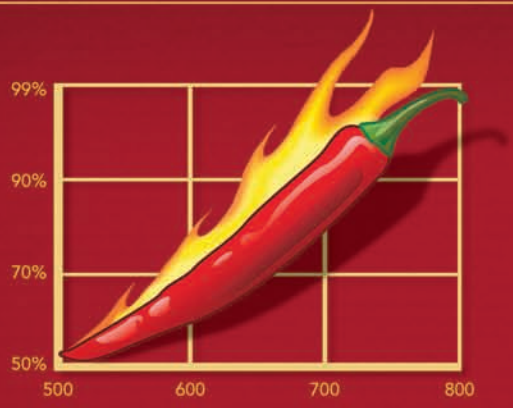

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